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ABSTRACT

In January 1972, the Education Commission of the States (ECS) collected information concerning educational legislation (both enacted and proposed), outstanding educational achievements, and major educational problem areas of the States. The compilation of this data in its present form represents an updating of a similar survey conducted by ECS in June 1970. Questionnaires were sent to all State education departments and replies received from 46 States. The information received was compiled under 12 major headings (most of them are subdivided) and was reproduced verbatim in most instances. Some States sent various publications in answer to the questionnaire and, in these cases, the information was extracted and condensed. Each item is identified by State, provided with either a contact address for additional information or a legislative citation, and identified according to whether the item is an achievement, an enacted, or a proposed piece of legislation; or information about a council, committee, commission, or task force is provided. A narrative on problem areas appears in a separate section at the end of the report. The report is a record of what the respondents in each State personally consider to be the outstanding activities of their States during the period June 1970 to December 1971. A related document is ED 048 406. (Author/JF)

ED 063662

EA 004 343

LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION

A Survey of the States
1972

Report #27

Education
Commission of the
States

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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FOREWORD

This 1972 edition of Legislation, Achievements and Problems in Education: A Survey of the States is a continuation of the efforts of the Education Commission of the States to provide channels of communication among states and to assist legislators and educators in exchanging information about significant state educational legislation, both enacted and proposed, important educational achievements, and common problems and alternate solutions.

We hope that this new and simplified edition, covering an 18-month period from June 1970 to December 1971, will prove to be a useful reference tool.

The Education Commission of the States is constantly seeking new ways to keep its member states informed. An important and well-received step in this direction in 1971 was the introduction of a new bulletin, the ECS Legislative Review, which covered current legislative activity in the states weekly when legislative activity was at its peak and monthly during the rest of the year.

An on-going concern is the expansion of our legislative information services. We welcome suggestions on how this information can be made most useful to educational policy makers.

Wendell H. Pierce
Executive Director
EDUCATION COMMISSION OF THE STATES

LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION
A Survey of the States
Report No. 27 May 1972

Introduction

The gratifying reception of the 1971 volume of Legislation, Achievements and Problems in Education: A Survey of the States almost mandated the 1972 edition's publication. In October of 1971, the Department of Research and Information Services sent questionnaires to all state education departments. Analysis and compilation of the responses began in January of 1972. Replies were received from 46 states.

The information received has been compiled under 12 major headings (most of these are subdivided) and has been reproduced verbatim in most instances. Some states sent various publications in answer to the questionnaire and in these cases, the information has been extracted and condensed. Each item has been identified by state, either a contact address for additional information or a legislative citation, and whether the item is an achievement, enacted or proposed legislation, or information about a council, committee, commission or task force. A narrative on problems is in a separate section in the back of this book.

A new feature is the Scanning Guide on the right of each page. Each word in the Guide is keyed to the narrative which accompanies it, and, in most cases, the key words will be found in the index. It is our hope that you will be able to scan quickly for items of particular interest without having to read each entire description.

This report is in no way exhaustive or comparative of individual state activities in the field of education. It is simply an indexed record of what the respondents in each state personally consider to be the outstanding activities in their states.

Department of Research and Information Services
Russell B. Vlaanderen, Director
EDUCATION COMMISSION OF THE STATES
1860 Lincoln Street, 300 Lincoln Tower
Denver, Colorado
80203

HOW TO USE THIS REPORT

This year, we have simplified the classifications and indexing of this book to make it even easier for you to find what you are looking for.

The Table of Contents is a good general guide to the information in this book. Each item appears only once in the book although in many cases the item would logically fit into several areas. For this reason, it is advisable to consult the index in the back of the book for cross-references. Check the index, too, for narrow and specific topics, i.e. reading, intermediate units, public offenders, etc.

Should you wish to inform yourself of the activities of a particular state, you will find that state listed in the index.

The right-hand column of each page in the body of the report is your Scanning Guide, to use for a quick idea of what is on each page and for easy identification of indexed words.

In addition to the comprehensive index in the back of this book, you will find a copy of the questionnaire used in this survey, a listing of each state's chief state school officer accompanied by the correct address for each state department of education, and the correct name and address of the legislative reference bureau for each state.

Full addresses for state departments of education and legislative reference bureaus are not indicated in the column for information resources in the body of this report. The words, "State Department," "Legislative Reference Bureau," or a legislative citation indicate that the address listed in the appendix should be used. There are, of course, exceptions, and these addresses are listed in full where appropriate and available.

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*A complete digest of higher education legislation may be ordered from our Higher Education Services Department. Ask for Higher Education in the States, Volume 2, Number 8 (October 1971, and Volume 3, No. 2 (March 1972). There is no charge.

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Department of Research and Information
Services

EDUCATION COMMISSION OF THE STATES
1860 Lincoln, Suite 300
Denver, Colorado 80203

A. ACCOUNTABILITY General	STAT Reso
Coordinated the first statewide conference on equal educational opportunities. Participants were state superintendent, board members, consultants, directors of federal education programs, directors of state-city-community agencies. Federal support.	ARIZ Mr. Mrs. 1017 Phoe
Accountability Advisory Committee to the Colorado Board of Education, established by legislative decree, 1971 session laws, to develop and recommend a state educational accountability program to measure quality in education.	COLO SB 3 Part Mrs. (con Depa Dr. Dire E Stat
Educational Accountability Act of 1971 -- legislation to institute an accountability program to define and measure quality in education, and thus to help the public schools of Colorado to achieve such quality and to expand the life opportunities and options of the students of this state; further, to provide to local school boards assistance in helping their school patrons to determine the relative value of their school program as compared to its cost.	COLO SB 3 Chap Revi Arti SB 4 Chap Revi Arti
Reporting by State Board of Education on educational programs conducted with federal funds.	CONN PA 3

OUNTABILITY eral	STATE Resource	Category PRIMARY TOPIC Subtopics
ated the first statewide conference on ducational opportunities. Participants ate superintendent, board members, ants, directors of federal education s, directors of state-city-community s. Federal support.	ARIZONA Mr. Henry Arrendondo Mrs. Eloise Banks 1017 North Third Street Phoenix, Arizona	Achievement ACCOUNTABILITY equal education
ability Advisory Committee to the o Board of Education, established by tive decree, 1971 session laws, to and recommend a state educational ability program to measure quality ation.	COLORADO SB 33 Part of 123-41 Mrs. Kay DePew, Chairman (contact through State Department) or Dr. Arthur Olson Director, Assessment and Evaluation Unit State Department	Committee ACCOUNTABILITY assessment
onal Accountability Act of 1971 -- tion to institute an accountability to define and measure quality in on, and thus to help the public of Colorado to achieve such quality expand the life opportunities and of the students of this state; further, ide to local school boards assistance ing their school patrons to determine ative value of their school program as d to its cost.	COLORADO SB 33 now Section 1, Chapter 123, Colorado Revised Statutes 1963, Article 41. SB 41 now Section 1, Chapter 123, Colorado Revised Statutes 1963, Article 43.	Enacted Legislation ACCOUNTABILITY assessment
ng by State Board of Education on onal programs conducted with federal	CONNECTICUT PA 382	Enacted Legislation ACCOUNTABILITY finance

A. ACCOUNTABILITY General	STATE Resource	Category PRIMARY TOPIC Subtopics
The adoption by the State Board of Education of goals for education; emphasizes the need for goals and objectives inasmuch as clarification (on a statewide level) of goals and objectives of public education is essential if public education is to enjoy continued confidence and support of parents. K-Coll. State support.	FLORIDA Cecil Golden Associate Commissioner Planning and Coordination State Department	Achievement ACCOUNTABILITY goals
Special committee to study school accountability. The state department of education has been directed by the legislature to pilot test a program of accountability in three districts.	IDAHO Wayne Phillips State Department	Committee ACCOUNTABILITY pilot study
Helped Allegany County school system conduct a survey of public opinion regarding their school system. Elementary and secondary levels. Local and state support.	MARYLAND Mr. Paul M. Arbogast State Department	Achievement ACCOUNTABILITY survey
Study of Legislative Approaches to Educational Accountability. Legislative activity relative to educational accountability is increasing. Both the costs and effects deriving from legislation enacted to increase accountability should be studied in a search for creative legislative approaches to the subject.	MONTANA State Department	Proposal ACCOUNTABILITY study legislation

A. ACCOUNTABILITY
General

The accountability program for education in Nebraska is based on permissive state legislation and a State Board of Education policy which commits the agency to a goal oriented response. Statewide educational goals have been derived in public discussions at "listening posts" throughout the state. State Board adoption of the goals in June 1971 has led to a host of actions by agency personnel. Professional staff members have examined the function they now perform in relation to the goals. The policies of the State Board are undergoing modification based on the goals. Professional discussions are scheduled statewide to derive criteria for determining goal attainment. Evaluation techniques are being searched and researched for adaptation to a process of measuring achievement and technical assistance is being furnished to local districts to help them derive a local educational goal statement. The first report of relative goal attainment will occur by July, 1973. Elementary and secondary levels. ESEA Title IV, SB 402, and state support.

The State Department of Education has received a legislative mandate to develop an educational management system for accountability capabilities for implementation on a statewide basis.

TABILITY 1	STATE Resource	Category PRIMARY TOPIC Subtopics
tability program for education in s based on permissive state legis- a State Board of Education policy its the agency to a goal oriented Statewide educational goals have ed in public discussions at "listening oughout the state. State Board f the goals in June 1971 has led to actions by agency personnel. al staff members have examined the hey now perform in relation to the e policies of the State Board are modification based on the goals. al discussions are scheduled to derive criteria for determining nment. Evaluation techniques are ched and researched for adaptation to of measuring achievement and assistance is being furnished to ricts to help them derive a local l goal statement. The first relative goal attainment will uly, 1973. Elementary and secon- s. ESEA Title IV, SB 402, and ort.	NEBRASKA Dr. Francis E. Colgan Director, Program Planning Department of Education 233 South 10th Street Lincoln, Nebraska 68508	Achievement ACCOUNTABILITY goals evaluation
Department of Education has re- egislative mandate to develop an l management system for account- pabilities for implementation on e basis.	OHIO State Department	Enacted Legislation ACCOUNTABILITY management system

A. ACCOUNTABILITY General	STATE Resource
A new practice that Oklahoma is now testing is the ARTA program (A Road to Accountability). It involves a pay incentive plan for the public school teachers. Objectives are set for achievement of the students, and in the event that they go beyond the established rates, the teacher is regarded monetarily. The program is being used in selected districts in the state. Elementary level. Title III, ESEA.	OKLAHOMA Mr. Grover Title III, Will Rogers Oklahoma Ci
Finding and establishing suitable methods of instituting accountability across the state in order to upgrade the quality of education in Oklahoma has been proposed by the state legislature.	OKLAHOMA Senator Geo State Legis
Freedom of Information act. Proposed by Representative Hyatt.	SOUTH CAROL HB 1628 State Legis State House Columbia, S 29211

	STATE Resource	Category PRIMARY TOPIC Subtopics
klahoma is now testing Road to Accountability). entive plan for the public ectives are set for udents, and in the event he established rates, the onetarily. The program cted districts in the vel. Title III, ESEA.	OKLAHOMA Mr. Grover Bratcher Title III, ESEA Office Will Rogers Building Oklahoma City, Oklahoma	Achievement ACCOUNTABILITY goals teachers salaries
ing suitable methods of ility across the state he quality of education proposed by the state	OKLAHOMA Senator George Miller State Legislature	Proposed Legislation ACCOUNTABILITY
n act. Proposed by	SOUTH CAROLINA HB 1628 State Legislature State House Columbia, South Carolina 29211	Proposed Legislation ACCOUNTABILITY freedom of information

A. ACCOUNTABILITY General	STATE Resource	Category PRIMARY TOPIC Subtopics
The State Department of Education has received a mandate to establish a master plan defining broad goals and objectives for all levels of education in the state; elementary, secondary and higher. These goals and objectives are to be expressed in terms of what men should know and be able to do as a result of their educational experience. The Regents are to continuously evaluate the efforts and results of education in the light of these objectives. The newly reorganized Department of Education together with the Management Team and appropriate task forces involving the public are now in the process of working toward creating this master plan.	RHODE ISLAND Joseph A. Thibeault Community Relations Officer Department of Education 199 Promenade Street Providence, Rhode Island 02908	Achievement ACCOUNTABILITY goals evaluation task force master plan
Added emphasis has been placed on communicating with the public with particular concern for keeping the General Assembly fully informed of all activity within the Department of Education.	RHODE ISLAND Joseph A. Thibeault Community Relations Officer Department of Education 199 Promenade Street Providence, Rhode Island 02908	Achievement ACCOUNTABILITY
An advisory committee of 100 members was also established by the Education Act of 1969 which is currently functioning as a liaison facility between the Board of Regents and all segments of the public.	RHODE ISLAND Joseph A. Thibeault Community Relations Officer Department of Education 199 Promenade Street Providence, Rhode Island 02908	Achievement ACCOUNTABILITY committee

A. ACCOUNTABILITY General	STATE Resource
Development and/or refinement of methods to determine accountability and the provision of supportive resources. Proposed by Texas Education Agency.	TEXAS Texas Education Agen
Equalizing educational opportunity for Texas School Children. Proposed by Texas Education Agency.	TEXAS Texas Education Agen
Article 8 of the new Constitution of Virginia, which became effective July 1, 1971, provides that the State Board of Education shall prescribe standards of quality, subject to revision only by the General Assembly; subject to criteria and conditions prescribed by the General Assembly, shall divide the state into school divisions of geographical area and school age population to promote realization of standards of quality; shall base budget on prescribed standards of quality; and shall report to the Governor and General Assembly school divisions which have failed to establish and maintain schools meeting the prescribed standards of quality.	VIRGINIA Article 8 Virginia Constitutio
Standards of quality for public school systems in Virginia were approved by State Board of Education on August 7, 1971 in compliance with Article 8 of the new constitution. K-12. State support.	VIRGINIA Fendall R. Ellis Special Assistant fo Evaluation and Pl State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
ethods to rovision by Texas	TEXAS Texas Education Agency	Proposal ACCOUNTABILITY
for Texas s Education	TEXAS Texas Education Agency	Proposal ACCOUNTABILITY equalization
of Virginia, 1, provides shall prescribe evision only o criteria eneral Assembly, divisions of opulation to f quality; tandards of overnor and which have schools f quality.	VIRGINIA Article 8 Virginia Constitution	Enacted Legislation ACCOUNTABILITY school district organization finance
chool by State 971 in new rt.	VIRGINIA Fendall R. Ellis Special Assistant for Evaluation and Planning State Department	Achievement ACCOUNTABILITY standards of quality

A. ACCOUNTABILITY General	STATE Resource	Category PRIMARY TOPIC Subtopics
Establishing goals for the Washington common school system. During the spring of 1971, a modified Delphi technique was used as the basis of a three-phase questionnaire survey to gain data for the construction of goals. A wide geographic and occupational cross section of Washington citizens participated in the process. The representative sample of 866 included teacher, administrators, students, PTA presidents and school board members, business-labor-professional workers, higher education, and staff of the Superintendent of Public Instruction. These participants were asked to look ahead to the coming decade and share their thinking about what students ought to know, feel, and be able to do as a result of K-12 school experineces. Priorities were set, consensus established, and minority opinions stated. State support.	WASHINGTON Alfred Rasp, Jr. Division of Curriculum and Instruction State Department	Achievement ACCOUNTABILITY Delphi technique survey
Governor's Commission on Education: Chairman, William R. Kellett. The commission has completed its study which was prior to July 1970.	WISCONSIN William R. Kellett Governor's Office	Commission ACCOUNTABILITY study finance governance

Accreditation of Schools. Any public or nonpublic school may file an application for state accreditation with the Department on forms provided by the Department. The application shall include information on curriculum and instruction, staff, instructional supportive services, ancillary services and programs, administration and school facilities and such other subjects as the state superintendent requires. The state superintendent shall establish criteria for the following levels of accreditation: (a) Accreditation 1 which is achieving a fundamental program, (b) Accreditation 2 which is achieving a substantial program, and (c) Accreditation 3 which is achieving an exemplary program. On the basis of its application, the state superintendent shall designate the accreditation level of each applicant, or, if he finds that an applicant does not meet minimum standards for accreditation, he shall designate the applicant as non-accredited. Any public or nonpublic school that does not apply for accreditation shall be designated as non-accredited.

WISCONS
118.14
State D

	STATE Resource	Category PRIMARY TOPIC Subtopics
Any public or an application for he Department on rtment. The appli- mation on curriculum structional supportive es and programs, facilities and such e superintendent intendent shall following levels reditation 1 which program, (b) chieving a substan- reditation 3 which is gram. On the basis ate superintendent itation level of finds that an nimum standards l designate the d. Any public or not apply for ignated as	WISCONSIN 118.145 State Department	Enacted Legislation ACCREDITATION

A. ACCOUNTABILITY General	STATE Resource
Assessment of Educational Progress. Providing for the annual assessment of progress toward meeting the educational goals and objectives as established by the State Board of Education for Delaware elementary and secondary schools. Such assessment shall include testing of individual student achievement and attitudes and collection of other data on student, school and community variables in all the reorganized school districts of the state. Using procedures which will incorporate student, school, and community variables which correlate with achievement and attitudes, analyses will be performed to determine academic progress of each school system, each individual school, and each individual student tested. Test and data collection instruments are to be uniform throughout the state and are to be administered by the State Department of Public Instruction under rules and regulations adopted by the State Board of Education. Proposed by State Board of Education and State Superintendent of Public Instruction.	DELAWARE Dr. Howard E Assistant Su Auxilliar and Dr. Wilmer E Director, Pl and Evalu State Depart
Statewide educational assessment plan begins in 1972 by assessment in reading. Grades 2-4. State support.	FLORIDA Dr. J. W. Cr State Depart

	STATE Resource	Category PRIMARY TOPIC Subtopics
ional Progress. Providing sment of progress toward nal goals and objectives e State Board of Education ary and secondary schools. l include testing of indi- vement and attitudes and data on student, school and in all the reorganized the state. Using procedures te student, school, and which correlate with tudes, analyses will be ne academic progress of each individual school, student tested. Test and ruments are to be uniform and are to be administered ent of Public Instruction lations adopted by the tion. Proposed by State nd State Superintendent n.	DELAWARE Dr. Howard E. Row Assistant Superintendent, Auxilliary Services and Dr. Wilmer E. Wise Director, Planning, Research and Evaluation Division State Department	Proposed Legislation ASSESSMENT goals
l assessment plan begins t in reading. Grades 2-4.	FLORIDA Dr. J. W. Crenshaw State Department	Achievement ASSESSMEMT reading

A. ACCOUNTABILITY General	STATE Resource
Educational Accountability Act of 1971. Purposes of act -- (1) to provide for implementation and further development of education assessment procedures as required by Chapter 70-399, Laws of Florida; (2) to provide for the establishment of educational accountability in the public education system of Florida; (3) to assure that education programs operated in the public schools of Florida lead to the attainment of established objectives for education, (4) to provide information for accurate analysis of the costs associated with public education programs, (5) to provide information from an analysis of the differential effectiveness of instructional programs.	FLORIDA Chapter 71-197 Laws of Florida
Assessment of Performance. This proposal would establish programs and procedures for assessing the efficacy and efficiency of the Office of the Superintendent of Public Instruction, Educational Service Regions, and local school districts. It would also develop procedures for the yearly assessment of the levels of performance in local school districts. The results of these assessments would be made public. It is believed that the publication of the assessment results should increase the possibility of voters supporting educational bond issues as well as providing a firm guide for the allocation of resources. Proposed by the office of the Superintendent.	ILLINOIS Miss Ann Charters Governmental Relations, OS Room 302, State Office Bui Springfield, Illinois 627

	STATE Resource	Category PRIMARY TOPIC Subtopics
ility Act of 1971. to provide for imple- development of education as required by Chapter la; (2) to provide for educational accountability on system of Florida; ucation programs operated of Florida lead to the shed objectives for educa- information for accurate associated with public 5) to provide information ne differential effectiveness rams.	FLORIDA Chapter 71-197 Laws of Florida	Enacted Legislation ASSESSMENT accountability
nce. This proposal would procedures for assessing ciency of the Office of Public Instruction, Educa- s, and local school districts. procedures for the yearly els of performance in local results of these assess- ublic. It is believed that assessment results should ity of voters supporting s as well as providing a location of resources. of the Superintendent.	ILLINOIS Miss Ann Charters Governmental Relations, OSPI Room 302, State Office Building Springfield, Illinois 62706	Proposed Legislation ASSESSMENT

A. ACCOUNTABILITY General	STATE Resource
The Michigan Assessment of Educational Progress is a first step toward rectifying the first shortcoming -- that of inadequate monitoring of the student's progress. MAEP can provide the statewide foundation for effective local monitoring of progress, and the sort of "checkpoints" that will help local educators decide when and how they must revise their educational approach.	MICHIGAN Roger Tille Director School Law Affairs State Depar
State Testing Program. Grades 5-8. ESEA III.	MISSISSIPPI Mr. Clyde H Supervisor, Services State Depar
Educational Assessment. Develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in this state. The program shall include, without limitation, because of enumeration, methods by which pupil achievement in fundamental course areas, as set forth in s.118.01(1), and other areas of instruction commonly offered by public schools, will be objectively measured each year. Assessments shall be undertaken at several grade levels on a uniform statewide basis.	WISCONSIN Section 443 Wisconsin S
Reading Test Statutes (Achievement tests are given annually to all 3rd graders). State support.	ARIZONA Mr. Harvey S State Depar

TY	STATE Resource	Category PRIMARY TOPIC Subtopics
essment of Educational Progress toward rectifying the first hat of inadequate monitoring progress. MAEP can provide undation for effective local ogress, and the sort of at will help local educators how they must revise their oach.	MICHIGAN Roger Tilles Director School Law and Legislative Affairs State Department	Achievement ASSESSMENT
ogram. Grades 5-8. ESEA III.	MISSISSIPPI Mr. Clyde Hatten Supervisor, Guidance Services State Department	Achievement ASSESSMENT
ssment. Develop an educa- t program to measure objectively efficiency of educational pro- public schools in this state. l include, without limitation, ration, methods by which pupil undamental course areas, as 18.01(1), and other areas of only offered by public schools, ely measured each year. Assess- ndertaken at several grade orm statewide basis.	WISCONSIN Section 443. 115.28 (10) Wisconsin Statutes	Enacted Legislation ASSESSMENT
tutes (Achievement tests are o all 3rd graders). State	ARIZONA Mr. Harvey Stern State Department	Achievement EVALUATION reading

A. ACCOUNTABILITY General	STATE Resource	Category PRIMARY TOPIC Subtopics
State Department of Education has created a comprehensive evaluation unit to evaluate past performance and determine success or failure.	CALIFORNIA State Department	Achievement EVALUATION
Statewide plan for cooperative process evaluation for all elementary schools. K-6. State support.	DELAWARE Mr. William J. McCormick State Department	Achievement EVALUATION
Mandated for evaluation of the output of programs.	FLORIDA State Department	Achievement EVALUATION
Analysis of Classroom Practices in Maryland. The project was designed to help local school districts and the Maryland State Department of Education identify various modes of classroom instruction and then determine priorities for future improvement. The evaluation instrument selected for emplementing the project was "Indicators of Quality" available through the Institute of Administrative Research at Columbia University. Grades 3-6; 10-12. State support.	MARYLAND Dr. James L. Fisher Consultant in Music Maryland State Department of Education 600 Wyndhurst Avenue Baltimore, Maryland 21210	Achievement EVALUATION instruction
The establishment of a school evaluation center with a file of performance objectives, three to five test items to measure the achievement of each objective, training materials for teachers, and a computer program to deliver a continuous system of comprehensive achievement monitoring. Grades 1-12. Title III ESEA. State and local support.	MINNESOTA Daniel Eckberg, Director Hopkins School District 1001 Highway #7 Hopkins, Minnesota 55343	Achievement EVALUATION teacher training data processing

A. ACCOUNTABILITY General	STATE Resource	Category PRIMARY TOPIC Subtopics
Management-by-Objectives Systems. The basic skills, vocational and occupational skills, academic and professional skills and research, planning development and evaluation programs formulated management-by-objectives systems organized to express long-range goals to be realized during a period of 0-10 years, short-term goals to be realized during a period of 0-5 years and specific program objectives to be accomplised during the period of one year. These management-by-objectives systems are designed to encourage efficient use of time and effort and to provide a clear method for self-evaluation.	MONTANA State Department	Achievement EVALUATION goals
Development of a state level evaluation system which involves LEAs choosing priorities in four subject areas from a comprehensive list of goal statements. Districts will translate goals to behavioral objectives and develop crm for each objective. Graduate Senior, 12th grade. ESEA V, Section 402.	NEW MEXICO Sandra Taylor Coordinator of Evaluation State Department	Achievement EVALUATION
The educational Administration Review Committee composed of the Director of Finance and ten members from the House and Senate, is continued with the specific responsiblity of studying the "effectiveness of the elementary and secondary educational program."	OHIO Paul E. Spayde Assistant Superintendent of Public Instruction State Department	Committee EVALUATION study

A. ACCOUNTABILITY General	STATE Resource
Education Accountability. In cooperation with the state board of education, to study the correlation of student achievement in the public schools to the costs of certain programs. Legislative Council.	UTAH Lewis Lloyd, Di Utah Legislativ
SJR 14 creates interim committees on education, natural resources, tax, alcohol and drugs, and social service. Education Committee will consist of five senators, six representatives and two public members. The committee shall study matters relating to goals for higher education and personnel policies affecting teachers. Additional topics may be assigned to the committee by the President of the Senate and Speaker of the House.	OREGON State Legislatu SJR 14
Management by objectives -- State board of education established eleven goals to be reached by 1975.	SOUTH CAROLINA Dr. Cyril B. Bu State Superinte Education State Departmen

	STATE Resource	Category PRIMARY TOPIC Subtopics
ɛration with tudy the in the public ɔgrams.	UTAH Lewis Lloyd, Director Utah Legislative Council	Council EVALUATION study finance
ɔn education, d drugs, and ee will con- ntatives and shall study er education eachers. to the Senate and	OREGON State Legislature SJR 14	Enacted Legislation GOALS committee study higher education teachers personnel policies
board of to be	SOUTH CAROLINA Dr. Cyril B. Busbee State Superintendent of Education State Department	Achievement GOALS

A. ACCOUNTABILITY Information Systems	STATE Resource
Automated Data Processing: To prepare to serve anticipated automated data processing (ADP) needs of Colorado local districts by appropriating $400,000 for the establishment of a regional ADP service center. Proposed by State Department of Education.	COLORADO Mr. Robert M. L Assistant Commi Office of Manag Services State Departmen
Florida inventory of school facilities system -- a computer-based facilities inventory system for long-range planning and decision making. K-12. State support.	FLORIDA Dr. C. E. Chick Bureau of Schoo State Departmen
The SDE has established its own data processing center with a full complement of accompanying services. K-12. Federal and state support.	MARYLAND R. A. Stagmer Acting Data Cen State Departmen
The SDE Data Center has implemented applications integrating the financial and statistical data files for vocational rehabilitation providing total management information for that division.	MARYLAND R. A. Stagmer Acting Data Cen State Departmen
The SDE Data Center has revised the system to process teacher certification to complement the new department philosophy in certification.	MARYLAND R. A. Stagmer Acting Data Cen State Departmen

ITY Systems	STATE Resource	Category PRIMARY TOPIC Subtopics
'rocessing: To prepare to serve omated data processing (ADP) do local districts by appropria- or the establishment of a regional ter. Proposed by State Department	COLORADO Mr. Robert M. Little Assistant Commissioner Office of Management Services State Department	Proposed Legislation DATA PROCESSING appropriation
ry of school facilities system -- l facilities inventory system planning and decision making. pport.	FLORIDA Dr. C. E. Chick, Chief Bureau of School Facilities State Department	Achievement DATA PROCESSING facilities
ablished its own data processing ill complement of accompanying . Federal and state support.	MARYLAND R. A. Stagmer Acting Data Center Manager State Department	Achievement DATA PROCESSING
nter has implemented applications financial and statistical data ional rehabilitation providing t information for that division.	MARYLAND R. A. Stagmer Acting Data Center Manager State Department	Achievement DATA PROCESSING vocational rehabilitation
nter has revised the system to certification to complement ent philosophy in certification.	MARYLAND R. A. Stagmer Acting Data Center Manager State Department	Achievement DATA PROCESSING teacher certification

A. ACCOUNTABILITY Information Systems	STATE Resource
The computerized system for school district budget analysis and state equalization aid entitlement determination analyzes each school district general fund budget and determines how much state equalization aid a district should receive. The system for estimation of the state equalization level makes possible a rapid determination of the state equalization level based on district-by-district estimation of interest and income distribution, county equalization aid payments and foundation program costs. The computer system for calculating the foundation program schedules produces the schedule tables in a reproducible form, thus eliminating extensive typing and proofreading. Together, the 3 systems reduce by 10 weeks the time which has been spent on these activities.	MONTANA State Depart
SB 180 Centralizes all data processing and management systems under the responsibility of the Department of State Administration. Signed March 15, 1971, no effective date.	MONTANA State Depar SB 180 82-3303.330
HJR 12 requests the state superintendent to computerize all relevant statistical data to compute public school foundation program schedules. Signed March 1.	MONTANA HJR 12

	STATE Resource	Category PRIMARY TOPIC Subtopics
r school district equalization aid en- alyzes each school et and determines how d a district should stimation of the state ossible a rapid deter- lization level based timation of interest ounty equalization n program costs. The ating the foundation the schedule tables us eliminating reading. Together, weeks the time which tivities.	MONTANA State Department	Achievement DATA PROCESSING equalization foundation
a processing and he responsibility Administration. effective date.	MONTANA State Department SB 180 82-3303.3306	Enacted Legislation DATA PROCESSING management systems administration
superintendent to statistical data foundation program l.	MONTANA HJR 12	Enacted Legislation DATA PROCESSING foundation

A. ACCOUNTABILITY Information Systems	STATE Resource
Agricultural Occupations. In coordination with Montana State University and the Montana Chamber of Commerce, Data Processing Services designed an instrument to collect data on current and future agricultural work needs. In fiscal 1971, data were collected from 2,500 off-farm suppliers, a total of 5,000 producers will be involved in the second state of the program. For the first time, schools will know what is needed for job-related education.	MONTANA State Departm
Uniform Migrant Record Transfer System. The Office of the Superintendent of Public Instruction provided local project centers with information about migrant children through the use of the Uniform Migrant Transfer System. Pertinent information on health status, educational achievement levels and migratory patterns was made available through the use of a teletypewriter in the office. The teletype system is linked with a computer and data bank in Little Rock, Arkansas.	MONTANA State Departm
The State Board shall adopt rules and regulations governing the purchasing and leasing of data processing services and equipment for all school districts.	OHIO State Departm Section 3301.

ITY Systems	STATE Resource	Category PRIMARY TOPIC Subtopics
cupations. In coordination with niversity and the Montana erce, Data Processing Services rument to collect data on re agricultural work needs. data were collected from uppliers, a total of 5,000 e involved in the second gram. For the first time, w what is needed for job- on.	MONTANA State Department	Achievement DATA PROCESSING vocational agricultural
Record Transfer System. The perintendent of Public vided local project centers about migrant children through Uniform Migrant Transfer ent information on health onal achievement levels and rns was made available through letypewriter in the office. stem is linked with a computer n Little Rock, Arkansas.	MONTANA State Department	Achievement DATA PROCESSING migrants
shall adopt rules and regu- ng the purchasing and leasing ing services and equipment districts.	OHIO State Department Section 3301.07	Enacted Legislation DATA PROCESSING administration

A. ACCOUNTABILITY Information Systems	STATE Resource
HB 1103 changes term of office of chairman of State Board of Education to begin on July 1 instead of August 1. Requires State Board of Education to develop a statewide plan for data processing systems to guide local school districts. After July 1, 1971, school districts prior to installing or using automated data processing systems shall submit plans of such systems to the State Board of Education for approval and compliance to statewide plan.	OREGON Ronald F. Thaheld Legislative Liaiso State Department
Development of training modules (2-inch color video tape) for large systems management for use by state government agencies such as Departments of Education. Available Fall 1972. K-College. State and federal support.	FLORIDA Rodney F. Smith Assistant Chief Bureau Curriculum Instruction State Department
The establishment of a Management Information Systems Unit in the MSDE to provide over-all guidance to the development of and coordination for a system responsive to the real needs of management for information supportive of its decision making role. Federal and state support.	MARYLAND Leonard D. Garlick Division of Researc Evaluation and Information Syst State Department,
Beginning of implementation of new Pupil Data System in Maryland Public Schools. The system provides for continuous pupil accounting (enrollment and attendance) from date of entrance to date of withdrawal. Prekindergarten through grade 12. Federal, state and local support.	MARYLAND R. Christine Hogan State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
fice of chairman n to begin on . Requires) develop a ocessing systems ricts. After icts prior to ted data ubmit plans of Board of compliance	OREGON Ronald F. Thaheld Legislative Liaison State Department	Enacted Legislation DATA PROCESSING planning boards
dules (2-inch color ems management for encies such as Available Fall 1972. ral support.	FLORIDA Rodney F. Smith Assistant Chief Bureau Curriculum and Instruction State Department	Achievement INFORMATION SYSTEMS management systems
agement Information o provide over-all t of and coordination the real needs of supportive of Federal and state	MARYLAND Leonard D. Garlick Division of Research Evaluation and Information Systems State Department, Room 1105	Achievement INFORMATION SYSTEMS
n of new Pupil blic Schools. The uous pupil accounting) from date of awal. Prekindergarten , state and local	MARYLAND R. Christine Hogan State Department	Achievement INFORMATION SYSTEMS pupil data

A. ACCOUNTABILITY
Information Systems

STATE
Resource

Information System for Decision Making. The staff of the Research, Planning, Development and Evaluation program developed a model for a permanent planning and evaluation capability and prepared an operational manual describing a system for implementation of the model. The system was pilot-tested in 2 federal programs, ESEA Title III and ESEA Title I. Applications in an urban setting were tested in an ESEA Title III program, "Project MAGIC," operated by School District No. 1 in Butte. Applications in a rural setting were tested in an ESEA Title I cooperative tutorial program in School Districts No. 39 and No. 39F in Simms and School District No. 2 in Sun River. Specifications for system revision were developed and the operational manual was modified on the basis of logs of project activity, critiques and data from local district and state office personnel.

MONTANA
State Depar

stems	STATE Resource	Category PRIMARY TOPIC Subtopics
for Decision Making. The rch, Planning, Development gram developed a model for a and evaluation capability erational manual describing mentation of the model. The ested in 2 federal programs, ESEA Title I. Applications g were tested in an ESEA "Project MAGIC," operated No. 1 in Butte. Applica- etting were tested in an rative tutorial program in o. 39 and No. 39F in Simms t No. 2 in Sun River. Speci- em revision were developed l manual was modified on the roject activity, critiques l district and state office	MONTANA State Department	Achievement INFORMATION SYSTEMS planning evaluation operational manual

A. ACCOUNTABILITY Information Systems	STATE Resource
Chautauqua Project. A model program, utilizing a systems management approach, aimed at increasing the holding power of small rural and rural-urban school districts. The treatment model is based upon causal factors of withdrawal such as: low achievement, unrealistic curricula that does not prepare the child for life, unrealistic self-concept and lack of adult model for motivational and emotional needs, and economic factors that prohibit students from participating in extracurricular activities and peer group relationships. The treatment components consist of remedial instruction, the development of a life skills program, counseling and a work experience program. Grades 7-12. Federal ESEA Title VIII, $463,000, 1971-72.	NEW YORK Richard E. M Project Dire Chautauqua P BOCES, P. O. Fredonia, Ne
State Department of Education has received mandate to create and implement a systematic program of gathering, processing and analysis addressed to every level, aspect and form of education in the state, especially as that information relates to current and future educational needs so that current needs may be met with reasonable promptness and plans formulated to meet future needs as they arise. A greater emphasis has been placed on research and planning within the department of education and already a Master Information System has been devised to fulfill the requirements of this mandate.	RHODE ISLAN State Depar
Basic Educational Data System (BEDS) -- initial step in Management Information System.	SOUTH CAROL Dr. W. E. E Office of R State Depar

	STATE Resource	Category PRIMARY TOPIC Subtopics
model program, agement approach, aimed ng power of small rural districts. The treatment sal factors of withdrawal nt, unrealistic curricula he child for life, un- and lack of adult model otional needs, and rohibit students from urricular activities and s. The treatment com- dial instruction, the kills program, counsel- ce program. Grades 7-12. , $463,000, 1971-72.	NEW YORK Richard E. Miga Project Director Chautauqua Project BOCES, P. O. Box 250 Fredonia, New York 14063	Achievement INFORMATION SYSTEMS dropouts counseling work experience
ication has received mandate a systematic program of nd analysis addressed to form of education in the at information relates to ational needs so that t with reasonable prompt- ted to meet future needs as emphasis has been placed ng within the department dy a Master Information to fulfill the require-	RHODE ISLAND State Department	Achievement INFORMATION SYSTEMS needs assessment planning research
System (BEDS) -- initial ormation System.	SOUTH CAROLINA Dr. W. E. Ellis Office of Research State Department	Achievement INFORMATION SYSTEMS management

A. ACCOUNTABILITY Needs Assessments	STATE Resource
Planning Grant: Needs Assessment, Science. K-12. Title III, ESEA.	IOWA State Depar
The development of an Inventory of Educational Needs to be used on a statewide basis. Grades 1-12. Federal and state support.	MISSISSIPPI Dr. Frank L Assistant S of Educa State Depar
The Nevada Department of Education has implemented a student performance based needs assessment program field test on a statewide basis. The needs assessment program is an integral component of the comprehensive planning system. The field test is designed to yield information about the performance of third grade children in reading and mathematics and to yield information about third grade student self-concept and attitude toward school. Grade 3, applicable to all grade levels or other student groupings. Federal support.	NEVADA State Depar
Virginia Educational Needs Assessment Study (Volumes I and II). K-12. Funded Title III; under mandate from USOE, Title III must conduct a statewide needs assessment each year. Virginia chose the cognitive domain as the first phase of its assessment with some emphasis on the affective domain. Phase II, the psychomotor domain, is currently being conducted.	VIRGINIA Dr. Milton Bureau of E Research Curry Memor Educatio University and Virginia St

Y ents	STATE Resource	Category PRIMARY TOPIC Subtopics
Needs Assessment, Science. ESEA.	IOWA State Department	Achievement NEEDS ASSESSMENTS planning science
f an Inventory of to be used on a statewide 12. Federal and state	MISSISSIPPI Dr. Frank Lovell Assistant State Superintendent of Education State Department	Achievement NEEDS ASSESSMENTS
ment of Education has dent performance based program field test on a The needs assessment pro- al component of the compre- system. The field test is information about the per- grade children in reading nd to yield information student self-concept and chool. Grade 3, applica- levels or other student al support.	NEVADA State Department	Achievement NEEDS ASSESSMENTS planning reading mathematics
nal Needs Assessment and II). K-12. Funded mandate from USOE, Title a statewide needs assess- Virginia chose the cognitive st phase of its assessment is on the affective domain. chomotor domain, is currently	VIRGINIA Dr. Milton Jacobson Bureau of Educational Research Curry Memorial School of Education University of Virginia and Virginia State Department	Achievement NEEDS ASSESSMENTS cognitive domain affective domain psychomotor domain

A. ACCOUNTABILITY PPBES (Planning, Programming, Budgeting and Evaluation Systems)	STATE Resource
A Budgeting and Evaluation System for the Public Schools. It is the purpose of this article to develop for the public schools a budget format which will present educational programs in terms of pupil achievement and relate these programs to expenditures. A manual shall be developed.	COLORADO State Depar
Program Planning, Budgeting and Evaluating Systems (PPBES) Act. Provides for the development of program planning, budgeting and evaluation system for the public schools which must be used by each school district by July 1, 1973, and requires Board of Cooperative Services to adopt a budget and an appropriation resolution and to follow certain provisions of the school district budget law.	COLORADO Amends 123- State Depar
Florida Educational Management by Objectives System (FEMBOS) utilizes a discrepancy model for education evaluation which includes a student assessment, cost analysis and resource allocation resulting in improved management information for decision making. K-12. State support.	FLORIDA Dr. Gilbert
PPBS model project with target date of system-wide implementation by 1975-76. Community Colleges. Local, state and federal support.	FLORIDA Thomas Bake Division of State Depar
Mandate for the study by the State Board of Education of programmed budgeting by local school corporations with a 1977 implementation if feasible.	INDIANA P. L. 309 Acts of 197

gramming, Budgeting ns)	STATE Resource	Category PRIMARY TOPIC Subtopics
n System for the e purpose of this e public schools a present educational l achievement and expenditures. A .	COLORADO State Department	Enacted Legislation PPBES evaluation
ng and Evaluating vides for the develop- budgeting and evalua- c schools which must strict by July 1, 1973, perative Services to ropriation resolution visions of the school	COLORADO Amends 123-34-5 State Department	Enacted Legislation PPBES evaluation BOCS
ement by Objectives a discrepancy model which includes a analysis and resource mproved management making. K-12.	FLORIDA Dr. Gilbert Gentry, Chief	Achievement PPBES
arget date of system- 75-76. Community nd federal support.	FLORIDA Thomas Baker Division of Community Colleges State Department	Achievement PPBES community colleges
the State Board of udgeting by local a 1977 implementation	INDIANA P. L. 309 Acts of 1971	Enacted Legislation PPBES school corporation

B. ADMINISTRATION Facilities	STATE Resource
Provides for a study for the implementation of a State insurance program for all public school buildings.	GEORGIA SB 34
Study on feasibility of maximizing use of school grounds and facilities by non-school groups after school hours and during vacation periods. Proposed in state legislature.	HAWAII James Okamur Facilities B State Depart
Provides for state assumption of public school construction.	MARYLAND HB 861
School Community Centers Program. A program designed to utilize school facilities in the evenings and over the weekends to provide educational-recreational activities for youth. These programs are planned and implemented through the cooperative efforts of the state and local agencies of education and parks and recreation. The state department of education is responsible for the approval and funding of the programs. Focused on teenagers -- other age groups can participate on space available basis. State support.	MARYLAND Mildred L. S Director, Of Developme Maryland Sta Education 600 Wyndhurs Baltimore, M
Requests the Joint Budget and Audit Committee of the Legislature to study the design and construction costs of the schools.	MARYLAND Mr. Allen R. Assistant Di Administr State Depart

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
udy for the implementation nce program for all public	GEORGIA SB 34	Enacted Legislation FACILITIES insurance study
lity of maximizing use of school lities by non-school groups after during vacation periods. legislature.	HAWAII James Okamura, Director Facilities Branch State Department	Proposal FACILITIES study
e assumption of public on.	MARYLAND HB 861	Enacted Legislation FACILITIES construction finance
Centers Program. A program ze school facilities in over the weekends to provide eational activities for youth. re planned and implemented erative efforts of the state s of education and parks and state department of education r the approval and funding Focused on teenagers -- can participate on space State support.	MARYLAND Mildred L. Sowers Director, Office of Curriculum Development Maryland State Department of Education 600 Wyndhurst Avenue Baltimore, Maryland 21210	Achievement FACILITIES utilization
nt Budget and Audit Committee re to study the design and ts of the schools.	MARYLAND Mr. Allen R. Gaddis Assistant Director of Administrative Services State Department	Enacted Legislation FACILITIES design construction study

B. ADMINISTRATION Facilities	STATE Resource
The county superintendent shall recommend to traffic safety officials of the State Roads Commission or the county government appropriate locations at or near the site of the school, of school construction, or of school condemnation for the posting of flashing signs indicating the need for caution.	MARYLAND SB 737
New legislation enables local school boards to acquire property for access roads to public school buildings through the use of condemnation proceedings when not otherwise available.	NORTH CAR State Dep
New legislation authorizes the State Highway Commission to pave and maintain driveways leading to all public school buildings.	NORTH CAR State Dep
A revision in the school district capital outlay program through a combination of existing plans to provide a better continuing school building law.	UTAH Sherman G Auxiliary State Boa

	STATE Resource	Category PRIMARY TOPIC Subtopics
shall recommend s of the State Roads overnment appropriate ite of the school, of school condem- flashing signs ution.	MARYLAND SB 737	Enacted Legislation FACILITIES safety construction
cal school boards cess roads to rough the use of hen not otherwise	NORTH CAROLINA State Department	Enacted Legislation FACILITIES roads
the State Highway ntain driveways ol buildings.	NORTH CAROLINA State Department	Enacted Legislation FACILITIES driveways
istrict capital ombination of a better continuing	UTAH Sherman G. Eyre Auxiliary Services State Board of Education	Proposed Legislation FACILITIES capital outlay

B. ADMINISTRATION Laws and Codes	STATE Resource
One-man-one-vote legislation in regard to certain local school boards.	SOUTH CAR HB 1471 HB 2153 HB 1120 SN 74 (Citation
Proposed change in Cosmetology Code so that rehabilitated Public Offenders may be trained and certified to practice within the state. Bill drafted by Senate. (Rough Draft Folder 131) Proposed by Judson R. Finley.	ARIZONA Judson R. Division Rehabi Vocationa 1620 E. P Phoenix,
Due Process required in administrative proceedings.	SOUTH CAR South Car Act 1, Se
Assembly Resolution 52 establishes a study commission that will report back to the legislature and describe what must be done to put the education code into proper perspective. It is presently restrictive.	CALIFORNI Assembly
The School Code was completely rewritten.	OKLAHOMA HB 1125
School section of South Carolina Constitution. Amending proposed by Bell and Gressette.	SOUTH CAR HB 2248 SB 598
Recodification of school laws. Proposed by Breazeale.	SOUTH CAR HB 1365

ION es	STATE Resource	Category PRIMARY TOPIC Subtopics
legislation in regard to certain ards.	SOUTH CAROLINA HB 1471 HB 2153 HB 1120 SN 74 (Citations not clear)	Enacted Legislation BOARDS
in Cosmetology Code so that ublic Offenders may be trained practice within the state. Senate. (Rough Draft Folder 131) son R. Finley.	ARIZONA Judson R. Finley, Ph. D. Division of Vocational Rehabilitation Vocational Evaluation Unit 1620 E. Polk Street Phoenix, Arizona 84006	Proposed Legislation COSMETOLOGY CODE public offenders
uired in administrative proceedings.	SOUTH CAROLINA South Carolina Constitution, Act 1, Section 22.	Enacted Legislation DUE PROCESS
tion 52 establishes a study will report back to the legis- ribe what must be done to put ode into proper perspective. restrictive.	CALIFORNIA Assembly Resolution 52	Commission EDUCATION CODE study
was completely rewritten.	OKLAHOMA HB 1125	Enacted Legislation EDUCATION CODE
of South Carolina Constitution. ed by Bell and Gressette.	SOUTH CAROLINA HB 2248 SB 598	Proposed Legislation EDUCATION CODE
of school laws. Proposed by	SOUTH CAROLINA HB 1365	Proposed Legislation EDUCATION CODE

B. ADMINISTRATION Laws and Codes	STATE Resource
Amends Chapter 16, Education Code, relating to the operation of all school districts on a quarterly rather than a semester basis.	TEXAS Chapter 16, Education Code. HB 1078, Blant
Statement of availability of funds. District clerks, superintendents and presidents of boards of education now must sign a document certifying that the district has funds available to provide an "adequate instructional program" for the remainder of a school year and the first six months of the following year before any disbursement of funds can be made. Any person who "knowingly" makes an expenditure in violation of this provision or falsifies such certificate will be liable to the district for such expenditures.	OHIO State Departmen
Suspension of a school day before required six hours have elapsed. General Statute 115-36 (a) was amended to add the phrase "or any other condition requiring the termination of classes to specified conditions which authorize suspension of a school day prior to the time when six hours will have elapsed. This gives local boards of education and superintendents more discretionary flexibility in dismissing pupils prior to the scheduled dismissal time.	NORTH CAROLINA General Statute
The State Board shall adopt standards for defining "school day."	OHIO Section 3313.48

	STATE Resource	Category PRIMARY TOPIC Subtopics
tion Code, relating to ool districts on a emester basis.	TEXAS Chapter 16, Education Code. HB 1078, Blanton.	Enacted Legislation EDUCATION CODE school year division
of funds. District nd presidents of must sign a document rict has funds available instructional program" chool year and the first ing year before any dis- e made. Any person who enditure in violation sifies such certificate strict for such	OHIO State Department	Enacted Legislation FUNDS
ay before required General Statute o add the phrase requiring the termination conditions which a school day prior rs will have elapsed. of education and cretionary flexibility or to the scheduled	NORTH CAROLINA General Statute 115-36(a)	Enacted Legislation SCHOOL DAY
opt standards for	OHIO Section 3313.48	Enacted Legislation SCHOOL DAY

B. ADMINISTRATION Laws and Codes	STATE Resource
Parent-Teacher Conferences. Districts may designate as many as four half-days of school per year to be utilized as parent-teacher conference days. The school year set forth by the General Assembly calls for 182 school days with options for the parent-teacher conferences and two days for professional meeting days.	OHIO HB 475
Defines student records. Requires all student records maintained by elementary and secondary schools to be confidential and open to inspection only in accordance with procedures adopted by the local school board. Establishes procedure for releasing student behavioral records for use in civil or criminal court proceedings. Amends ORS 44.040 and declares that certificated staff-student conversations are privileged and may not be revealed in court proceedings if such conversations would tend to damage or incriminate the student or his family. Authorizes suspension of certificate of staff member violates this confidence. Removes student records from the category of public records as defined by ORS 192.005.	OREGON SB 160
State Board approved Guidelines (September, 1971) for the development of Student Rights and Responsibilities in every district - mandated by February 1972. Grades 7-12. State support.	DELAWARE Mr. Ervin Mars State Departm

	STATE Resource	Category PRIMARY TOPIC Subtopics
nces. Districts may our half-days of school d as parent-teacher school year set forth y calls for 182 school the parent-teacher con- for professional	OHIO HB 475	Enacted Legislation SCHOOL DAY teachers parents conferences
s. Requires all student elementary and secondary tial and open to inspection h procedures adopted by . Establishes procedure for vioral records for use in t proceedings. declares that certifi- nversations are privileged d in court proceedings if ld tend to damage or in- or his family. Authorizes ate of staff member ce. Removes student gory of public records 005.	OREGON SB 160	Enacted Legislation STUDENT RECORDS conduct teachers public information
uidelines (September, ment of Student Rights n every district - mandated des 7-12. State support.	DELAWARE Mr. Ervin Marsh State Department	Achievement STUDENT RIGHTS student responsibilities

B. ADMINISTRATION Laws and Codes	STATE Resource
Comparison of advantages in using privately- versus state-school-operated buses.	HAWAII Legislature Henry Imanak Transportatio Department of 1037 South Be Honolulu, Haw
Provides for liability insurance on school buses of not less than $10,000 per person and $100,000 per accident. Signed March 3, no effective date.	MONTANA HB 171 (75-7
Legislative Commission to study Hazardous Conditions. School bus safety.	NEW JERSEY Assemblyman Garibaldi 25 Forsgate Jamesburg, Ne

	STATE Resource	Category PRIMARY TOPIC Subtopics
in using privately- ated buses.	HAWAII Legislature Henry Imanaka, Administrator Transportation Department of Education 1037 South Beretania Street Honolulu, Hawaii 96814	Proposed Legislation TRANSPORTATION study
nsurance on school buses per person and $100,000 rch 3, no effective date.	MONTANA HB 171 (75-7011)	Enacted Legislation TRANSPORTATION insurance
o study Hazardous safety.	NEW JERSEY Assemblyman Peter P. Garibaldi 25 Forsgate Drive Jamesburg, New Jersey 08831	Commission TRANSPORTATION safety

B. ADMINISTRATION Miscellaneous	STATE Resource
Development of recommendations to deal with the problem of desegrating the state-owned institutions. State support.	PENNSYLVANIA Dr. Frederic K. Mille Commissioner for High Education P. O. Box 911 Harrisburg, Pennsylva 17126
Hudzik Report -- a comprehensive study of library services in Michigan.	MICHIGAN Roger Tilles Director, School Law a Legislative Affairs State Department
Expansion of library services recommended by State Department of Education.	MICHIGAN Roger Tilles Director, School Law a Legislative Affairs State Department
Centralizing Food Manufacturing and Review of School Lunch Program proposed by legislature.	HAWAII Stanley Doucette, Dire School Lunch Program 1106 Koko Head Avenue Honolulu, Hawaii 9681
Michigan State Board of Education recommends that, contingent upon realization of an increased appropriation, legislation be prepared and introduced making it mandatory that all financially needy children be provided free or reduced-price meals.	MICHIGAN Roger Tilles Director, School Law an Legislative Affairs State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
dations to deal with ing the state-owned pport.	PENNSYLVANIA Dr. Frederic K. Miller Commissioner for Higher Education P. O. Box 911 Harrisburg, Pennsylvania 17126	Achievement DESGREGATION recommendations
rehensive study of higan.	MICHIGAN Roger Tilles Director, School Law and Legislative Affairs State Department	Achievement LIBRARY study
rvices recommended by cation.	MICHIGAN Roger Tilles Director, School Law and Legislative Affairs State Department	Proposal LIBRARY
facturing and Review of roposed by legislature.	HAWAII Stanley Doucette, Director School Lunch Program 1106 Koko Head Avenue Honolulu, Hawaii 96816	Proposed Legislation LUNCH
f Education recommends realization of an , legislation be pre- aking it mandatory that children be provided meals.	MICHIGAN Roger Tilles Director, School Law and Legislative Affairs State Department	Proposed Legislation LUNCH disadvantaged

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Definition of duties of State Board of Education, including requirement of evaluation of education programs of school districts with advice of a legislative committee and requirement for board recommendations for policies and programs.	CONNECTICUT PA 665
An Act to Amend the Education Law to permit cities with a population of between one hundred twenty-five thousand and one million to join Boards of Cooperative Educational Services. The purpose of the proposed legislative proposal is to provide regional services to school districts on a planned basis and to provide for economy and efficiency through the inclusion of all districts within the region. Developing regional undertakings of many types, E.T.V., data processing, cooperative purchasing, education of severely handicapped, services for disadvantaged youth, regional libraries, occupational education, and many other endeavors depend on volume of use for efficient and economical operations, are costly if done by a single district. Collaborative efforts make possible better education and service on a more economical basis. Proposed by State Education Department.	NEW YORK Robert D. Stone Deputy Commissioner for Legal Affairs State Department

ositions	STATE Resource	Category PRIMARY TOPIC Subtopics
f Education, f education ice of a for board rams.	CONNECTICUT PA 665	Enacted Legislation BOARDS committees duties evaluation recommendations
permit cities dred twenty- Boards of e purpose is to istricts on cnomy and ll districts al under- rocessing, severely ed youth, ation, and of use for are costly orative n and Proposed by	NEW YORK Robert D. Stone Deputy Commissioner for Legal Affairs State Department	Proposed Legislation BOARDS school district cooperation BOCES

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Assembly Bill 2800 introduced by Assemblyman Walter Karabian at the request of Superintendent is designed to completely reorganize the system of educational advisory bodies in California. Existing law established 26 educational advisory bodies. These are variously identified as Commissions, Committees, Boards, Councils, etc. Some of these groups are advisory, others have policy making authority. This bill restructures 14 of the existing bodies and reduces them to 6.	CALIFORNIA State Department
An amendment relating to the organization of Regional Planning Commissions.	TEXAS SB 242 - Kennard Amending Article 1011m, V.C.S.
Acts relating to Indians -- Legislation was enacted authorizing a school committee for two Indian reservations.	MAINE Chapter 383-384 1971
Redefining of functions and role of the District School Advisory Councils.	HAWAII Section 296-7 Hawaii Revised St

, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
duced by Assemblyman equest of Superintendent y reorganize the system bodies in California. 26 educational advisory usly identified as Boards, Councils, etc. advisory, others rity. This bill re- sting bodies and reduces	CALIFORNIA State Department	Enacted Legislation COMMISSIONS committees boards councils organization
the organization missions.	TEXAS SB 242 - Kennard Amending Article 1011m, V.C.S.	Enacted Legislation COMMISSIONS regional planning organization
-- Legislation was hool committee ons.	MAINE Chapter 383-384 1971	Enacted Legislation COMMITTEES minorities Indians
and role of the Councils.	HAWAII Section 296-7 Hawaii Revised Statutes	Enacted Legislation COUNCILS advisory district

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Broadens responsibilities of Educational Coordinating Council to include planning and evaluation of educational programs and goals at all levels. Requires Council to develop a statewide data system capable of providing information basic to policy formation by governing boards and appropriate governmental bodies. Requires Council staff members to attend meetings of the State Board of Education, State Board of Higher Education, and legislative committees related to education. Contains other provisions.	OREGON SB 537
Legislative Council studying Manpower Training: In cooperation with the manpower planning council, to prepare recommendations for an appropriate organization of state agencies engaged in manpower training.	UTAH Lewis Lloyd, Director Utah Legislative Council
Family Court -- DOE Liaison to handle juvenile delinquents.	HAWAII Mrs. Beverly Lee, DOE 1270 Queen Emma Street Honolulu, Hawaii
Consolidated Application for ESEA Title I, II, III, Title I, Migrant, Johnson O'Malley, NDEA Title III and two state funded programs. This is in the developmental state and will be field-tested during the 1972-73 school year. K-12. Federal and State support.	WASHINGTON Mr. Gerrard Carlstrom State Department
National Dissemination Project -- assist USOE as secretariat after Texas.	SOUTH CAROLINA State Department

cils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
Educational ie planning and grams and goals cil to develop a of providing prmation by ate governmental ff members to Board of ner Education, lated to educa- pns.	OREGON SB 537	Enacted Legislation COUNCILS planning evaluation information system
Manpower Training: wer planning ations for an tate agencies	UTAH Lewis Lloyd, Director Utah Legislative Council	Council COUNCILS manpower training organization
handle juvenile	HAWAII Mrs. Beverly Lee, DOE 1270 Queen Emma Street Honolulu, Hawaii	Achievement DELINQUENTS
ESEA Title I, nnson O'Malley, funded elopmental d during 2. Federal	WASHINGTON Mr. Gerrard Carlstrom State Department	Achievement DISADVANTAGED books library innovative programs equipment
-- assist USOE	SOUTH CAROLINA State Department	Achievement DISSEMINATION

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Research Information Unit - one of three pilot dissemination projects in Nation (emphasizing field agent concept).	SOUTH CAROLI State Depart
Allows local school boards and/or 20% or more of the registered voters to initiate a change in the manner in which school board is selected, including several variations of election and appointment.	INDIANA P. L. 315 Acts of 1971
State Department of Education has established a legislative liaison office to give the legislature the information it needs, on time.	CALIFORNIA State Depart
Project Management and Reporting System. Statewide. State Support.	HAWAII Thomas Yamas Management R State Depart
Creation of a Division of Instruction at the State Department of Education by merging with the former Elementary and Secondary Divisions. K-12. State support.	ALABAMA J. C. Blair, Division of State Depart
Boards of Cooperative Services. To provide state support for the 17 regional boards of cooperative services (BOCS) by appropriating annually to each BOCS a sum of $25,000.	COLORADO Dr. Cal Ande State Depart

N Boards, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
ion Unit - one of three on projects in Nation d agent concept).	SOUTH CAROLINA State Department	Achievement DISSEMINATION information system
ol boards and/or 20% or tered voters to initiate anner in which school board uding several variations of intment.	INDIANA P. L. 315 Acts of 1971	Enacted Legislation ELECTIONS boards
of Education has established ison office to give the nformation it needs, on time.	CALIFORNIA State Department	Achievement LEGISLATION information system
t and Reporting System. Support.	HAWAII Thomas Yamashita, Director Management Review and Audit State Department	Achievement MANAGEMENT SYSTEM
ision of Instruction at the of Education by merging with tary and Secondary Divisions. ort.	ALABAMA J. C. Blair, Director Division of Instruction State Department	Achievement ORGANIZATION instruction
ative Services. To provide r the 17 regional boards of ices (BOCS) by appropriating BOCS a sum of $25,000.	COLORADO Dr. Cal Anderson State Department	Proposed Legislation ORGANIZATION boards BOCS funding

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resource

The 1970 Illinois State Constitution provides for the creation of a State Board of Education with the authority to appoint the Superintendent of Public Instruction. This proposal is currently being studied by a number of different groups including the Illinois Education Association, the Illinois Federation of Teachers, the Illinois Agricultural Association, and the School Problems Commission. It is presently in its framework as yet agreed to by the various groups. These organizations are not researching and debating such elements as: (1) whether or not the board should be elective or appointive, or both; (2) the specific functions and responsibilities of the Board; and (3) the numerical and geographic makeup of the Board. There is, however, a bill filed in the House which would establish an appointive Board of eleven members to formulate general educational policies as well as rules and procedures for the Board itself. Under this bill, the Board would also investigate the necessity and feasibility of transferring certain powers and duties now held by the Superintendent of Public Instruction to the Board. The Superintendent would become the Executive Officer of the Board and as such be responsible for the implementation of the Boards policies. An amendment to HB 1903 would have the Board appoint a Commissioner of Education to replace the Superintendent of Public Instruction. The amendment would also give the Board the power to develop recommended guidelines and procedures for its own functions and those of the Commissioner and to report these recommendations to the Governor and the legislature by February of 1973.

ILLINOIS
HB 1903
Representat
  Chapman
Representat
  Scarian
State House
Capitol Bui
Springfiel

N Boards, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
State Constitution provides of a State Board of Education y to appoint the Superinten- struction. This proposal is tudied by a number of differ- ing the Illinois Education Illinois Federation of Teach- Agricultural Association, and ms Commission. It is present- rk as yet agreed to by the These organizations are not ebating such elements as: t the board should be elective both; (2) the specific func- ibilities of the Board; and and geographic makeup of the however, a bill filed in the establish an appointive Board to formulate general educa- s well as rules and procedures elf. Under this bill, the investigate the necessity and ansferring certain powers and y the Superintendent of Public e Board. The Superintendent Executive Officer of the Board sponsible for the implementa- s policies. An amendment to e the Board appoint a Commis- on to replace the Superinten- nstruction. The amendment would rd the power to develop recom- and procedures for its own se of the Commissioner and to mmendations to the Governor re by February of 1973.	ILLINOIS HB 1903 Representative Eugenia Chapman and/or Representative Anthony Scariano State House of Representatives Capitol Building Springfield, Illinois 62706	Proposed Legislation ORGANIZATION boards superintendent study

Urban Education: This bill creates a Department of Urban Education within the Office of the Superintendent of Public Instruction. The purpose of this Department is to deal with the special problems of urban education and to develop programs which will effectively combat these problems.

ILLINOI
SB 805
PA 77-1

School District Reorganization: This proposal would create an appointive state committee and district committees to develop and implement plans for the reorganization of Illinois' 1,144 school districts. The state committee will be representative of all areas of the state-urban, suburban, and rural. The district committees will be composed of individuals from within the individual reorganization districts. The state committee would develop criteria for the reorganization of the districts and if the local districts cannot develop an effective plan, the state committee would then propose a reorganization plan. This particular plan is modeled after the Michigan Act of 1964. Changes have been made, however, to meet the participation, and allow for greater flexibility in dealing with the problems expected. It is believed that the consolidation of small districts into larger units will raise the quality of education by increasing the base of local revenue. This should produce an equalization of resources among school districts. Proposed by the Office of the Superintendent of Public Instruction.

ILLINOI
Mr. Fre
Directo
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State D

oards, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
his bill creates a Depart- tion within the Office of of Public Instruction. The artment is to deal with the urban education and to ich will effectively combat	ILLINOIS SB 805 PA 77-1631	Enacted Legislation ORGANIZATION urban education
rganization: This proposal ointive state committee and to develop and implement anization of Illinois' 1,144 The state committee will be ll areas of the state-urban, . The district committees individuals from within ganization districts. The ld develop criteria for of the districts and if the not develop an effective mittee would then propose a . This particular plan is ichigan Act of 1964. Changes ever, to meet the partici- or greater flexibility in oblems expected. It is onsolidation of small er units will raise the n by increasing the base This should produce an ources among school districts. fice of the Superintendent of	ILLINOIS Mr. Fred Owens Director of Legislative Research State Department	Proposed Legislation ORGANIZATION districts committee

MAINE
Chapter

An Act to Reorganize the Department of Education. This measure was one of several enacted to reorganize State agencies. Its principal provisions are (1) establishment of a Department of Education and Cultural Resources which in addition to the Department of Education as previously constituted would include the Maine Education Council, the Maine Commission for Higher Education Facilities, the Advisory Council on Vocational Education, Maine representatives to the New England Board of Higher Education, the Maine School Building Authority, the Governor Baxter School for the Deaf, the Maine State Commission on the Arts and the Humanities, the State Museum, the Maine State Museum Commission, the State Historical and the Maine State Library. The statute changed the appointment of the Commissioner from State Board of Education to appointment by the Governor. This section became effective September 23, 1971. Further implementation of the reorganization plans was presented to a special session held in January 1972. The action contemplates elimination of the State Board of Education as a policy-making agency with statutory authority and replacing it with an advisory board of 15 members, 8 of whom are to be appointed by the Governor and the others selected as representatives of various educational organizations.

s, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
e Department of e was one of several tate agencies. Its e (1) establishment ation and Cultural tion to the Department sly constituted would tion Council, the gher Education Facilities, Vocational Education, o the New England Board e Maine School Building Baxter School for the ommission on the Arts State Museum, the ission, the State e State Library. The ointment of the Board of Education overnor. This section ber 23, 1971. Further eorganization plans ial session held in on contemplates e Board of Education cy with statutory it with an advisory of whom are to be or and the others ives of various ns.	MAINE Chapter 492, 1971	Enacted Legislation ORGANIZATION state department commissioner boards councils commissions

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resourc
Reorganization of the Curriculum Section of the Division of Instruction. The Consultants and Staff Specialists in ten (10) subject matter areas have been assigned to task forces for 50% of their time; the other 50% of the time is spent in the area of the content assignment. The task forces are working on five top priorities of the State Department of Education, namely: (1) Evaluation, (2) Environmental Education, (3) Health, (4) Human Relations, and (5) Reading. K-12. State and federal support.	MARYLAN Mildre State
The position of a state director of community school programs is established in the department of education. A 25-member advisory council is established. School boards are authorized to initiate programs and provide supervision. Reimbursement is provided for 50% of salaries of local directors but not to exceed $5000 per year per director for a maximum of 67 directors. Priority granted to schools engaging in cooperative ventures.	MINNES Chapte 1971 Se
Add new feature to Minimum Education Program that would provide a minimum of one (1) instructional supervisor for each district with one (1) additional supervisor for each 200 teacher units. Proposed by Mississippi Education Association and State Department of Education.	MISSISS C. A. J State
Establishes a division of educational television within the State Superintendent's Office.	MONTANA SB 301

ION n, Boards, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopics
of the Curriculum Section of the truction. The Consultants and ts in ten (10) subject matter assigned to task forces for me; the other 50% of the time area of the content assignment. are working on five top priorities partment of Education, namely: (2) Environmental Education, Human Relations, and (5) Reading. d federal support.	MARYLAND Mildred L. Sowers State Department	Achievement ORGANIZATION curriculum
a state director of community is established in the department A 25-member advisory council is chool boards are authorized to ms and provide supervision. Re- provided for 50% of salaries of but not to exceed $5000 per year r a maximum of 67 directors. d to schools engaging in cooperative	MINNESOTA Chapter 900 1971 Session Laws	Enacted Legislation ORGANIZATION community schools councils
to Minimum Education Program ide a minimum of one (1) upervisor for each district ditional supervisor for r units. Proposed by cation Association and t of Education.	MISSISSIPPI C. A. Johnson State Department	Proposal ORGANIZATION supervision
ivision of educational tele- he State Superintendent's	MONTANA SB 301	Enacted Legislation ORGANIZATION television

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Adds a nonvoting student representative to the Board of Education; provides that the member shall be the student body president of one of the six units of the University System.	MONTANA HB 481 (75-5602)
Full Staffing of Positions. Supervisory positions, many of which have been authorized by the legislature, should be funded for social studies, health and physical education, art, science, conservation education, educational facilities planning and educational television. School districts frequently request technical and consultative assistance in these areas. Presently, the Office of the Superintendent of Public instruction can provide only the limited assistance of supervisors who have other priority assignments. To attract qualified persons, competitive salaries should be budgeted. In addition, travel allowances are needed if these supervisors are to fulfill their responsibilities in assisting local schools with curriculum development and facilities planning.	MONTANA State Department
Legislation to create one single school district for education in New Mexico from the present 89 school districts. Proposed by Senator Edmundo Delgado.	NEW MEXICO Senator Edmundo Delga Capitol Building Santa Fe, New Mexico

ositions	STATE Resource	Category PRIMARY TOPIC Subtopics
ive to t the sident rsity	MONTANA HB 481 (75-5602)	Enacted Legislation ORGANIZATION boards students higher education
sory posi- rized by r social on, art, cational television. technical areas. tendent ly the o have act ies avel visors s in lum	MONTANA State Department	Proposal ORGANIZATION supervision
ool from oposed	NEW MEXICO Senator Edmundo Delgado Capitol Building Santa Fe, New Mexico 87501	Proposed Legislation ORGANIZATION district equalization

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
The Education Act of 1969 mandated that the newly-created Board of Regents do the following: Establish a reorganized department of education, provide for its staffing and organization and to appoint as its chief executive officer and as chief administrative officer of said department a Commissioner of Education. Dr. Fred G. Burke was appointed Commissioner of Education in January of 1971 and immediately proceeded to work with task forces in reorganizing the department of Education. A Management Team of Assistant Commissioners was formed to work with him in overall planning and in establishing guidelines for action. Each of the six assistant commissioners has line responsibility for departmental divisions which insures implementation of plans to be carried out.	RHODE IS State De
Reorganization of State Education Agency to enhance the internal flow of information and the external service potential.	SOUTH DA State Su Don Barn State Ca Pierre,
Decentralization of State Education Agency Staff to provide better service to LEA's. State and federal support.	SOUTH DA State Su Don Barn State Ca Pierre,

N Boards, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopic
of 1969 mandated that the rd of Regents do the following: anized department of education, taffing and organization and chief executive officer and rative officer of said depart- er of Education. Dr. Fred G. ed Commissioner of Education l and immediately proceeded forces in reorganizing the cation. A Management Team issioners was formed to work ll planning and in establishing tion. Each of the six assis- s has line responsibility divisions which insures plans to be carried out.	RHODE ISLAND State Department	Achievement ORGANIZATION commissioner
State Education Agency to nal flow of information and ice potential.	SOUTH DAKOTA State Superintendent Don Barnhart State Capitol Building Pierre, South Dakota 57501	Achievement ORGANIZATION
of State Education Agency better service to LEA's. support.	SOUTH DAKOTA State Superintendent Don Barnhart State Capitol Building Pierre, South Dakota 57501	Achievement ORGANIZATION decentralization

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Creation of a Technical Assistance Program staffed with specialists designed to assist local school divisions in identifying, attacking, and solving human relations, organizational, administration and instructional problems resulting from desegregation. K-12. Federal, state and local support.	VIRGINIA Dr. Robert T. Greene Special Assistant Technical Assistance Progra State Department
This bill, known as the Regionalization Bill, calls for the delineation of regions, the establishment of administrative structures to govern the work of the regions and outlines the powers and duties of such bodies. The Governor is charged in the bill with the responsibility for planning and development in order to (1) achieve the objectives and policies necessary for orderly growth and development of the state; (2) facilitate intergovernmental cooperation; and (3) designate regions and provide for the creation of regional planning and development councils.	WEST VIRGINIA HB 3 8-25-1, 8-2515 Code of West Virginia
Up until July 1971, the Department of Education, Division of State-Operated Schools, administered the educational program in schools directly operated by the state of Alaska. These included rural and regional schools and schools on Alaska military bases. Approximately 17,000 students in kindergarten through the twelfth grade attend schools ranging in sizes from ten students and one teacher to 3,000 students and 100 teachers. (continued)	ALASKA Alaska Statutes Chapter 46

s, Positions	STATE Resource	Category PRIMARY TOPIC Subtopic
e Program to assist ying, tions, d instruc- segregation. upport.	VIRGINIA Dr. Robert T. Greene Special Assistant Technical Assistance Program State Department	Achievement ORGANIZATION multi-group education desegregation
ization Bill, ions, the structures to d outlines the The Governor esponsibility rder to (1) es necessary for the state; cooperation; vide for the d development	WEST VIRGINIA HB 3 8-25-1, 8-2515 Code of West Virginia	Enacted Legislation ORGANIZATION regions
nt of Education, ls, administered ls directly opera- se included rural on Alaska mili- 0 students in grade attend n students and d 100 teachers.	ALASKA Alaska Statutes Chapter 46	Achievement SCHOOL CORPORATION organization boards

(continued)

ALASKA

At the close of the fiscal year, the administration of State-Operated Schools was transferred from the Department of Education to a separate corporation known as the Alaska State-Operated School System. A board of directors for State-Operated Schools was appointed during the fiscal year and assumed exclusive management and control of all State-Operated School matters on July 1, 1971.

The new board is empowered to develop a philosophy of education, principals, and goals for the State-Operated School System; select and employ the State-Operated Schools' director of education, approve the employment of school personnel and establish salaries for the certificated staff; promulgate rules and regulations covering organization, policies and procedures; submit an annual operational budget to the governor for inclusion in the regular state budget; establish, maintain, operate, discontinue, and combine State-Operated schools where it considers necessary; provide for the construction, purchase, rental, maintenance and equipment of the school facilities; and pay tuition and boarding or transportation costs of secondary students living in areas where high-school programs are not available.

During the fiscal year, administrative responsibility was shifted to the Anchorage State-Operated Schools' office. Budget, payroll, and purchasing responsibilities for all rural and on-base schools were carried out by the Anchorage Office staff.

ds, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopic
scal year, the administra- Schools was transferred Education to a separate he Alaska State-Operated d of directors for State- ppointed during the fiscal sive management and control School matters on July 1, ered to develop a philo- incipals, and goals for ool System; select and ted Schools' director of employment of school per- salaries for the certificated s and regulations covering and procedures; submit an dget to the governor for in- state budget; establish, scontinue, and combine State- it considers necessary; ruction, purchase, rental, ment of the school facil- n and boarding or trans- condary students living in ol programs are not available. r, administrative responsi- the Anchorage State- ice. Budget, payroll, and lities for all rural and on- rried out by the Anchorage	ALASKA	Achievment

B. ADMINISTRATION Organization, Boards, Councils, Positions	STATE Resource
Amends Indiana Constitution to allow General Assembly to determine the method of selecting the State Superintendent of Public Instruction, an office now filled by election every two years. (To be decided by the voters in November, 1972).	INDIANA PL 493 Acts of 1971
A systematic program of offering Team Services to the public schools through the use of a systems model. K-12. Federal, state and local support.	IDAHO Wayne Phillips, State Department
Task Force proposed to strengthen Department of Education and provide greater management flexibility at school district level.	FLORIDA Herman Myers Associate Commis for Budget Pl Development State Department
Research Centers -- Through a $400,000 Legislative appropriation, last year, the Department of Education established two new education and research demonstration centers, bring to four the number of state projects in this area. The new centers are the Grant School State Learning Center in Trenton and the Center for Education Technology. The Grant School project is a training and demonstration center for exemplary programs in early childhood education. The Education Technology Center aims to teach and develop new techniques in the use of educational media. K-12. Federal and state support.	NEW JERSEY Mr. Stanley Sale State Department

ncils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopic
allow General od of selecting blic Instruction, ion every two years. n November, 1972).	INDIANA PL 493 Acts of 1971	Enacted Legislation SUPERINTENDENT
ing Team Services the use of a , state and local	IDAHO Wayne Phillips, State Department	Achievement TEAM SERVICES systems model
then Department of management flexi- el.	FLORIDA Herman Myers Associate Commissioner for Budget Planning and Development State Department	Proposal TASK FORCE districts management
$400,000 Legisla- , the Department new education and s, bring to four in this area. The ool State Learning ter for Education project is a nter for exemplary ducation. The ims to teach and use of educational ate support.	NEW JERSEY Mr. Stanley Salett State Department	Achievement TEACHER TRAINING early childhood education educational media research

B. ADMINISTRATION
Organization, Boards, Councils, Positions

STATE
Resour

Conducting workshops and seminars in Reading, Drug Education, Curriculum Development, and School Finance.

NORTH
Kay Sk
Dr. Da
Richar
H. J.
State

TION on, Boards, Councils, Positions	STATE Resource	Category PRIMARY TOPIC Subtopic
kshops and seminars in Reading, , Curriculum Development, and .	**NORTH DAKOTA** Kay Skavanger (Reading) Dr. David Lee (Drug) Richard K. Klein (Curric.) H. J. Snortland (Finance) State Department	Achievement TEACHER TRAINING workshops seminars reading drug education curriculum finance

B. ADMINISTRATION School District Organization	STATE Resource
Directing the legislative council's education committee to study the composition and method of election of the Milwaukee board of school directors and related subjects. Report to 1973 legislature.	WISCONSI AJR 33 Represen Brown
Development of community schools in Florida districts. K-Jr. Coll. State support.	FLORIDA Dr. J. W State De
Proposal for School District Reorganization. A School Reorganization proposal will be submitted to the 1972 legislative session. This bill would authorize and direct the State Board of Education to establish a commission for school district reorganization. Upon receipt of a proposal the State Board would have authority to make the final determination on school district boundaries. Proposed by State Board of Education.	IDAHO Dr. Roy State De
Reduces the population classification of first class elementary school districts from 8,000 to 6,000; second class population to 1,000 or more but less than 6,500.	MONTANA HB 517 (75-650
Provides a voluntary consolidation and annexation plan for school districts and provides an effective date. Signed March 1, 1971: effective on passage and approval.	MONTANA HB 553

anization	STATE Resource	Category PRIMARY TOPIC Subtopic
ve council's education composition and method aukee board of school ubjects. Report to	WISCONSIN AJR 33 Representatives Grover and Brown	Council BOARDS composition
y schools in Florida State support.	FLORIDA Dr. J. W. Crenshaw State Department	Achievement COMMUNITY SCHOOLS
trict Reorganization. proposal will be egislative session. ze and direct the n to establish a istrict reorganiza- a proposal the State ity to make the school district y State Board of	IDAHO Dr. Roy Truby State Department	Proposal DISTRICT BOUNDARIES commission
classification of first districts from 8,000 population to 1,000 or 0.	MONTANA HB 517 (75-6503)	Enacted Legislation DISTRICT CLASSIFICATION
nsolidation and ool districts and ate. Signed March 1, sage and approval.	MONTANA HB 553	Enacted Legislation DISTRICT CONSOLIDATION annexation

B. ADMINISTRATION School District Organization	STATE Resource
The Education Act of 1969 required that the Regents recommend school district size and number by March 1972. A variety of studies over the past few years combined with a recent comprehensive study by consultants engaged by the Regents have produced inconclusive and somewhat confusing evidence that redistricting in Rhode Island before goals have been established in the Master Plan would be premature.	RHODE ISLA Joseph A. Community State Depa
Provides that the board of regents may have additional time to report as to the size and number of school districts necessary within the state.	RHODE ISLA Chapter 13-
School Division Criteria Study Commission. Studying the size and composition of school divisions in Virginia.	VIRGINIA Mr. John B Director o Statuto Draftin
Interim Study Committee of School Systems and School Standards considering district structure, including local educational agency, intermediate units, county system, and merged area community colleges.	IOWA Mr. Gerry Legislativ
Elimination of non-high school districts.	MICHIGAN SB 442 int 1971 and i Committee in 1972.

rganization	STATE Resource	Category PRIMARY TOPIC Subtopic
1969 required that the ool district size and A variety of few years combined ensive study by con- he Regents have produced what confusing evidence Rhode Island before goals in the Master Plan would	RHODE ISLAND Joseph A. Thibeault Community Relations Officer State Department	Proposal DISTRICT SIZE number study
rd of regents may have port as to the size districts necessary	RHODE ISLAND Chapter 13-H1073	Enacted Legislation DISTRICT SIZE number
ria Study Commission. composition of school .	VIRGINIA Mr. John B. Boatwright, Jr. Director of Division of Statutory Research and Drafting	Commission DISTRICT SIZE composition study
ee of School Systems considering district local educational agency, ounty system, and colleges.	IOWA Mr. Gerry D. Rankin Legislative Fiscal Director	Committee DISTRICT STRUCTURE intermediate units community colleges
gh school districts.	MICHIGAN SB 442 introduced in 1971 and in House Education Committee for consideration in 1972.	Proposed Legislation ELIMINATION

B. ADMINISTRATION School District Organization	STATE Resource
Organization of educational evaluation committees in various school districts -- each to be of ten members -- no more than two to be teachers -- remainder to be parents or concerned citizens.	NEW MEXICO Senate Mem
Providing local districts with improved operating capacities.	TEXAS State Depa
Staff development and staff utilization projects in a local school administrative unit. K-12. Local and federal support.	NORTH CARO Wayne Brad Wilkes Cou Wilkesboro
Contracts for Assistant Superintendents. An amendment to General Statute 115-44 and General Statute 115-142(b) permits local boards of education to contract with assistant and associate superintendents for a term of from one to four years, but not to exceed the expiration date of the superintendent's contract.	NORTH CARO General St General St
Authorizes the creation of common and high school districts lying in two or more counties and establishes the machinery for the operation of such districts.	ARIZONA Chapter 1 SB 49
Reorganization of Intermediate School Districts.	MICHIGAN State Dep Senate Bi introduce in House for consi

ation	STATE Resource	Category PRIMARY TOPIC Subtopic
evaluation l districts -- - no more than nder to be ns.	NEW MEXICO Senate Memorial	Enacted Legislation EVALUATION committees
ith improved	TEXAS State Department	Proposal OPERATION
utilization administrative deral support.	NORTH CAROLINA Wayne Bradburn, Superintendent Wilkes County Schools Wilkesboro, N. C. 28697	Achievement PERSONNEL
perintendents. An te 115-44 and permits local tract with assis- tendents for a ears, but not ate of the	NORTH CAROLINA General Statue 115-44 General Statue 115-142(b)	Enacted Legislation PERSONNEL
common and high two or more counties ery for the operation	ARIZONA Chapter 12 SB 49	Enacted Legislation REGIONS secondary districts
iate School	MICHIGAN State Department Senate Bill No. 365 introduced in 1971 and in House Education Committee for consideration in 1972.	Proposed Legislation REGIONS intermediate districts

B. ADMINISTRATION

School District Organization	STATE Resourc
The creation of 10 intermediate units, called Minnesota Educational Service Areas (MESA), to provide educational services and programs on a regional basis. Proposed by State Board of Education.	MINNESO Dr. Gay Directo State D
Regional Centers -- Last year the Department of Education began developing a program that would establish four regional service centers throughout the State. Such centers would provide a variety of services to the schools in planning, research, curriculum development, inservice training, evaluation, and dissemination of information on new and innovative programs. Establishment of the centers is anticipated in the 1972-73 school year. Proposed by State Department of Education.	NEW JER Mr. Rob State D
An Act Permitting Cooperative Agreements Among Units for Cooperative Educational Purposes. The purpose of this measure was to provide legislation enabling school districts to join together in educational operations. Proposed by Chief State School Officer.	SOUTH D State S Don Bar State D
Establishing Area School Jurisdictional Districts.	TEXAS Texas E
Directing the Legislative Council's education committee to study various matters relating to school districts. Report to 1973 legislature.	WISCONS AJR 41 Reps. G

ATION strict Organization	STATE Resource	Category PRIMARY TOPIC Subtopic
f 10 intermediate units, ta Educational Service Areas vide educational services and regional basis. Proposed by Education.	MINNESOTA Dr. Gayle Anderson, Director, Planning Section State Department	Proposal REGIONS intermediate units
rs -- Last year the Department egan developing a program that h four regional service centers State. Such centers would pro- of services to the schools in arch, curriculum development, ining, evaluation, and dissemin- mation on new and innovative ablishment of the centers is the 1972-73 school year. ate Department of Education.	NEW JERSEY Mr. Robert Ward State Department	Proposal REGIONS service centers
ting Cooperative Agreements r Cooperative Educational purpose of this measure was islation enabling school oin together in educational roposed by Chief State School	SOUTH DAKOTA State Superintendent Don Barnhart State Department	Proposed Legislation REGIONS multi-district units
rea School Jurisdictional	TEXAS Texas Education Agency	Proposal REGIONS jurisdictional districts
Legislative Council's education study various matters relating to cts. Report to 1973 legislature.	WISCONSIN AJR 41 Reps. Grover and Brown	Council STUDY

B. ADMINISTRATION School District Organization	STATE Resource
Study of School District Organizations. During the past year, the Superintendent's Task Force on School District Organization reviewed and studied patterns of school district organization in Montana. On the basis of preliminary examination, it was concluded that school district organization deserves extensive study and that the involvement of people across the state would be most desirable in this endeavor. The State Superintendent recommends that the Legislature authorize and fund a statewide task force, broadly representative of educators and lay citizens, to develop and recommend for future legislative action a plan for school district organization which would insure equality of educational opportunity for Montana children and which would promote a more efficient use of school tax dollars.	MONTANA State Department

	STATE Resource	Category PRIMARY TOPIC Subtopic
ions. endent's ization hool On the basis concluded eserves ement of st desirable ntendent horize oadly citizens, legisla- ict organi- of educa- dren and t use of	MONTANA State Department	Proposed Legislation TASK FORCE planning organization equalization

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE General	STA Res
Program guidelines for Teachers of English for Speakers of Other Languages (TESOL) were produced -- Primary through Adult Education, a coordinated approach. Developed in State workshops. State and federal support.	MAR Sta
Correlation of adult education programs with State priorities established in educational programs for children and youth: (1) Family Life and Human Development, (2) Reading, (3) Drug Abuse Education, (4) Human Relations, (5) School-Community Programs Pilot programs have been encouraged in these areas. State support.	MAR Sta
Adult Learning Center established in Maryland State Penitentiary; more than 112 inmates involved regularly. 48 completed ABE; 10 passed GED. This project received the USOE Region III Certificate of Merit award for month of September, 1971. State and federal support.	MAR Sta
Development of adult learning centers for individualized instruction at New Mexico State Penitentiary, New Mexico Boys School, and the State Girls Welfare Home. Adult basic education, grades 0-12. State and federal support.	NEW Tho Dir Adu Sta
Support and control of a Comprehensive Statewide Adult Education Program.	TEX Tex

D CONTINUING EDUCATION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
elines for Teachers of English for Other Languages (TESOL) were Primary through Adult Education, d approach. Developed in State State and federal support.	MARYLAND State Department	Achievement BILINGUAL primary guidelines
of adult education programs with ities established in educational children and youth: (1) Family an Development, (2) Reading, se Education, (4) Human 5) School-Community Programs ms have been encouraged in State support.	MARYLAND State Department	Achievement CURRICULUM pilot programs family life reading drug education
ng Center established in Maryland ntiary; more than 112 inmates ularly. 48 completed ABE; 10 This project received the USOE ertificate of Merit award for tember, 1971. State and federal	MARYLAND State Department	Achievement DISADVANTAGED public offenders individualized instruction
of adult learning centers for ed instruction at New Mexico ntiary, New Mexico Boys School, e Girls Welfare Home. Adult ion, grades 0-12. State and ort.	NEW MEXICO Thomas M. Trujillo Director Adult Basic Education State Department	Achievement DISADVANTAGED public offenders individualized instruction
control of a Comprehensive ult Education Program.	TEXAS Texas Education Agency	Proposal ESTABLISHMENT

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE General	STATE Resource
Number of comprehensive (serving all educational levels) Adult Learning Centers increased from 5 to 9 during 1970-71. State and federal support.	MARYLAND Thelma M. Coordinat Contin Maryland Educat 600 Wyndh Baltimore
Efforts to implement recommendations of the statewide survey of Adult Basic Education completed in May, 1970. 1. Increased funding from State sources at the rate of $10 per student registration, or $120,000 for the fiscal year 1972. 2. Increased staff from 2 to 4 specialists, which made possible the assignment of a specialist to supervise program activities on a regional basis. 3. Developed tentative curriculum guidelines. 4. Data retrieval system in process of development. 5. Increased involvement of colleges and universities in staff development programs, offering college credit for workshops and courses. Adult level. State and federal support.	MARYLAND State Dep
State support for community education beyond high school.	TEXAS Texas Ed

EDUCATION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
serving all Learning Centers ing 1970-71. .	MARYLAND Thelma M. Cornish Coordinator of Adult Continuing Education Maryland State Department of Education 600 Wyndhurst Avenue Baltimore, Maryland 21210	Achievement EXPANSION
mmendations of the Basic Education m State sources at tudent registration, iscal year 1972. 2 to 4 specialists, he assignment of a se program activities urriculum guidelines. in process of of colleges and development programs, lit for workshops and ederal support.	MARYLAND State Department	Achievement EXPANSION
ity education beyond	TEXAS Texas Education Agency	Proposal FINANCE

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE General	STATE Resource
Telecasts--first showing of high school series in preparation for exam to earn State high school diploma. Age--over 16, non-high school graduate. State support.	MARYLAND Miss Angel Director, Instruc Maryland C Broadca Bonita Ave Owings Mil o Mr. John F Certificat State Offi State Depa
Proposals new and first applicable to 1971-72 school year, with financial implications: State participation in financing high school level classes attended by adults needing credits for earning a high school diploma. Proposed by the State Department of Education.	NEVADA Lincoln W. Associate State Depa

NUING EDUCATION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
owing of high school series exam to earn State high e--over 16, non-high school pport.	MARYLAND Miss Angela McDermott Director, Division of Instructional Television Maryland Center for Public Broadcasting Bonita Avenue Owings Mills, Maryland 21117 or Mr. John Field Certification & Accreditation State Office Building State Department	Achievement HIGH SCHOOL DIPLOMA
irst applicable to 1971-72 inancial implications: in financing high school ded by adults needing a high school diploma. te Department of Education.	NEVADA Lincoln W. Liston Associate Superintendent State Department	Proposal HIGH SCHOOL DIPLOMA

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resource

This bill amends NRS 387.123 and provides for partial credit in average daily attendance for those pupils attending classes for credit for high school diplomas. For each one credit course taken, one-fourth credit toward average daily attendance can be granted. This will include not only those pupils attending schools at night to obtain a high school diploma, but also those students attending regular high school classes who cannot qualify for average daily attendance credit in any other manner. Prior to passage of this bill, Nevada had no provision for state financial support of adult education classes other than those which qualified for vocational reimbursement. Classes have had to be self-supporting and enrollees have covered the cost through tuition charges. The provision for state financial support of classes for out-of-state students working toward a high school diploma will enhance enrollments and class offerings. In implementing this law, schools have an opportunity for a great deal of flexibility in scheduling, and although schools may continue to charge tuition fees they will be nominal.

NEVADA
SB 474, Chapter 2
Effective July 1,

TION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
nd provides for y attendance for for credit for h one credit t toward average d. This will attending schools ol diploma, ing regular qualify for t in any other his bill, ate financial sses other vocational ad to be have covered es. The support of classes ing toward a ce enrollments and ing this law, r a great deal and although tuition fees	NEVADA SB 474, Chapter 217 Effective July 1, 1971	Enacted Legislation HIGH SCHOOL DIPLOMA finance

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE General	STATE Resource
Adult Continuation Education--The age requirement for state reimbursement for adult continuation education programs has been lowered from 21 years of age to 16. These programs provide instruction to Ohioans who have not attained a high school diploma. Lowering the age requirement will allow additional reimbursement to the districts for the many people between the ages of 16 and 21 who participate in the program.	OHIO HB 475
Adult and Continuing Education Services.	MICHIGAN Roger Till School Law Affairs State Depa
Adult Education program is conducted in cooperation with business, industry and governmental agencies for purpose of upgrading employees. Over 100 sites are involved. Industry, State and Federal support.	MARYLAND State Depa
Research project in Appalachian Maryland--"Typing as a Motivational Factor and an Instructional Process in Adult Basic Education"--was conducted in conjunction with Morehead State University. 60 adults were involved. Full report and program guidelines will be available in the near future. State and federal support.	MARYLAND State Depa

TINUING EDUCATION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
Education--The age requirement ement for adult continuation has been lowered from 21 years se programs provide instruction e not attained a high school the age requirement will allow sement to the districts for the n the ages of 16 and 21 who program.	OHIO HB 475	Enacted Legislation HIGH SCHOOL DIPLOMA finance
ng Education Services.	MICHIGAN Roger Tilles, Director School Law and Legislative Affairs State Department	Proposal IMPROVEMENT
ogram is conducted in usiness, industry and ies for purpose of up- Over 100 sites are y, State and Federal	MARYLAND State Department	Achievement INDUSTRIAL EDUCATION
n Appalachian Maryland-- ational Factor and an ess in Adult Basic nducted in conjunction e University. 60 adults ll report and program available in the near federal support.	MARYLAND State Department	Achievement MOTIVATION typing research project

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE General	STATE Resource
Virginia Advisory Legislative Council is studying Continuing Education.	VIRGINIA Mr. John B. B Director, Div Statutory Drafting
Legislative Action Concerning Vocational Education--New legislation should clearly define the responsibilities of the post-secondary vocational-technical centers to local boards of trustees and to the State Board of Education. The law should clarify the authority of the State Board of Education regarding budgets and the amending of budgets and should clearly define sources of funds which may be sued to support post-secondary vocational--technical education center budgets. In addition, legislation should be passed which will allow high school districts to conduct local bond elections of funds which may be used for construction of post-secondary vocational-technical centers where such centers have been designated by the State Board of Education as part of a high school district. Section 75-7709, RCM 1947, which governs the establishment, financing and maintenance of post-secondary vocational-technical centers, under present laws as construed by an Attorney General's Opinion, local school districts are unable to provide matching funds for construction through voted levies.	MONTANA State Departm

ION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
ouncil is	VIRGINIA Mr. John B. Boatwright, Jr. Director, Division of Statutory Research and Drafting	Council STUDY
ocational ld clearly the post- centers to the State ould clarify d of Education ing of budgets es of funds st- education egislation ow high school elections of struction of ical centers signated by part of a 75-7709, ablishment, st- centers, by an al school matching voted levies.	MONTANA State Department	Proposed Legislation VOCATIONAL finance bond issue regions

C. ADULT AND CONTINUING EDUCATION, NON-COLLEGE
General

STATE
Resou

MONTA
State

Strengthening of Secondary and Post-Secondary Vocational Education Programs. The staff of the Development of Vocational and Occupational Skills program directed and coordinated efforts among the state's 5 vocational-technical centers to eliminate course duplication by defining curriculum areas for which each of the centers is responsible. The staff also directed efforts in the secondary schools and at the 5 centers to expand present curriculum offerings and to improve and expand adult education offerings. The staff secured the involvement of other state agencies, such as the Employment Security Commission and the Division of Vocational Rehabilitation, in helping establish and conduct vocational education programs in the secondary schools and the 5 centers.

INUING EDUCATION, NON-COLLEGE	STATE Resource	Category PRIMARY TOPIC Subtopics
econdary and Post- al Education Programs. evelopment of Vocational kills program directed forts among the state's ical centers to eliminate by defining curriculum ch of the centers is staff also directed efforts chools and at the 5 centers curriculum offerings and and adult education aff secured the involvement ncies, such as the Employ- ission and the Division of itation, in helping estab- ocational education pro- dary schools and the 5	MONTANA State Department	Achievement VOCATIONAL improvement regions

D. CURRICULUM AND INSTRUCTION Bilingual Education	STATE Resource
Bilingual instruction in schools.	CONNECTICUT PA 432
Teaching of English as a second language (TESOL). (Orienting immigrant children to regular public school classroom setting). Grades K-12. State support.	HAWAII Thomas Hale Program Specialist TESOL Department of Educat 1270 Queen Emma Stre Honolulu, Hawaii 96
English Language and Cultural Orientation Program (working with immigrant children). Grades K-6. Model Cities (federal) support.	HAWAII Mrs. Frances Shimots Coordinator, ELCO 783 North King Stree Honolulu, Hawaii 96
Bilingual Education: House Bills 1074 and 1078 establish programs, for both Chicago and Downstate, in languages other than English for students whose first language is other than English. The companion bill, HB 1075, provides that the High School Equivalency Test can be given in a language other than English to students who do not speak or understand English. All three bills received favorable action from both the Legislature and the Governor and are now Public Acts 77-1521, 77-1524, and 77-1522 respectively.	ILLINOIS HB 1074--PA 77-1521 HB 1078--PA 77-1524 HB 1075--PA 77-1522

	STATE Resource	Category PRIMARY TOPIC Subtopics
	CONNECTICUT PA 432	Enacted Legislation BILINGUAL EDUCATION
guage dren setting).	HAWAII Thomas Hale Program Specialist TESOL Department of Education 1270 Queen Emma Street Honolulu, Hawaii 96813	Achievement BILINGUAL EDUCATION
tation ldren). support.	HAWAII Mrs. Frances Shimotsu Coordinator, ELCO 783 North King Street Honolulu, Hawaii 96817	Achievement BILINGUAL EDUCATION
074 and hicago han nguage on bill, ool language do not hree m both d are nd	ILLINOIS HB 1074--PA 77-1521 HB 1078--PA 77-1524 HB 1075--PA 77-1522	Enacted Legislation BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION Bilingual Education	STATE Resource
Massachusetts has become the first state in the nation to make bilingual education mandatory for school children with limited knowledge of English. The new Massachusetts law makes it mandatory for every school system with 20 or more children of limited English-speaking ability to provide a transitional bilingual education program for its pupils. The children would be taught their regular academic subjects in Spanish, while receiving instruction in English until they are fluent enough in English to move into regular English-speaking classes. State and local support.	MASSACHUSET State Depar
Bilingual Project affords proper environment for children whose first language is French. Elementary level. Title VII support	NEW HAMPSHI Robert Four Division of

NSTRUCTION ion	STATE Resource	Category PRIMARY TOPIC Subtopics
come the first state e bilingual education children with limited . The new Massachusetts ry for every school re children of limited lity to provide a transitional program for its pupils. The ught their regular academic while receiving instruction y are fluent enough in regular English-speaking local support.	MASSACHUSETTS State Department	Enacted Legislation BILINGUAL EDUCATION
fords proper environment irst language is French. itle VII support	NEW HAMPSHIRE Robert Fournier, Division of Instruction	Achievement BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION Bilingual Education	STATE Resource
Bilingual, Bicultural Demonstration Center: the project is to establish a bilingual education center to serve as a demonstration center for the area. An on-going program, funded by Title I and Title IV, is to be the basis for developing a true demonstration center, which will include not only the bilingual and bicultural education program for pupils, but also added emphasis on developing positive self-concepts among the children, on involving parents and the community in the program, on developing evaluative instruments for such programs, on creating new materials drawn from the local culture, on providing individualized instructional programs for each child, and on instituting a teacher in-service training program through the use of the teach, criticize, re-teach methods possible with video-tape. A research design has been developed allowing for different approaches to reading skills and utilizing a control group for final assessment. The selection of pupils for the Center will be based on pretesting. Only those bilingual children scoring at the lower end of the scale are to be included in the program. Grades 1-3. Title I, and Title III.	NEW MEXICO Maria Spencer Bilingual and Bic Demonstration Silver City Schoo Silver City, New

TION	STATE Resource	Category PRIMARY TOPIC Subtopics
onstration Center: sh a bilingual as a demonstration on-going program, le IV, is to be true demonstration e not only the bilingual program for pupils, n developing ong the children, the community in the aluative instruments ating new materials ure, on providing nal programs for uting a teacher am through the use re-teach methods A research design ng for different lls and utilizing a ssessment. The he Center will be y those bilingual ower end of the in the program. Title III.	NEW MEXICO Maria Spencer Bilingual and Bicultural Demonstration Center Silver City School Silver City, New Mexico	Achievement BILINGUAL EDUCATION

Bilingual, Bicultural Center--The project will involve three classes of first grade children the first year in a bilingual, bicultural demonstration center for the area. Objectives for children include development of literacy skills in both languages, development of a positive self-image, increased knowledge of social studies concepts in Spanish as measured by various standardized and teacher-made tests for teachers and aides; increased ability to provide individualized instruction for each child as measured by video-taping over the project's course; development of curricular materials as measured by the product. An over-all objective is to increase parent-school relationships as measured by number of voluntary contacts. Grades 2 and 3 will be added in successive years. Three methods of teaching reading are included in the design. A control group is in the final assessment plan. Grades 1-3. Federal, Title III support.	NEW Mela Mont B West Las
Bilingual Education--The State of New Mexico has bilingual education programs in 29 districts. These programs are using Spanish and English as mediums of instruction. In four schools Navajo, Keres, Zuni, and Tewa are being used. The 1971 State Legislature appropriated $100,000 to support bilingual education in selected districts. Elementary level. Federal and state support.	NEW Stat

D INSTRUCTION cation	STATE Resource	Category PRIMARY TOPIC Subtopics
ural Center--The project e classes of first grade t year in a bilingual, tration center for the for children include teracy skills in both pment of a positive self- knowledge of social in Spanish as measured rdized and teacher-made s and aides; increased e individualized ach child as measured ver the project's course; rricular materials as roduct. An over-all ncrease parent-school measured by number of s. Grades 2 and 3 successive years. teaching reading are esign. A control inal assessment plan. ral, Title III support.	NEW MEXICO Mela Leger Montezuma Bilingual, Bicultural Center West Las Vegas Public Schools Las Vegas, New Mexico	Achievement BILINGUAL EDUCATION
ion--The State of New Mexico ucation programs in 29 programs are using Spanish ediums of instruction. Navajo, Keres, Zuni, and sed. The 1971 State opriated $100,000 to l education in selected entary level. Federal and	NEW MEXICO State Department	Achivement BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION Bilingual Education	STATE Resource
Pilot program involving bilingual aide for English as a second language and to increase parental involvement at primary level program--report featured at spring conference of National Association of Elementary Principals 1971 being used as model by U. S. Office of Education, Compensatory Education Section. Grades 1-3. Federal support.	NEW MEXICO David York Superintendent of Tucumcari, New Mex
Bilingual Instruction Act -- Purpose to meet special needs of children in grades 1-2-3 who have limited English-speaking ability must have teachers who have special training in English as a second language and mother tongue of bilingual student. Each program must be approved by State Superintendent of Public Instruction, up to $150 additional suppliemntary per ADM authorized ($100,000 state funds appropriated).	NEW MEXICO Chapter 309 New Mexico Laws of
House Bill 1120 repeals ORS 336,078 which requires all subjects be taught in English. Authorizes schools to conduct bilingual instruction. Requires schools to teach courses in speaking, reading, and writing of English at all grade levels to those students who are unable to profit from classes taught in English.	OREGON State Department
Bilingual Programs, Materials, Funding and Teachers.	TEXAS Texas Education Ag

N	STATE Resource	Category PRIMARY TOPIC Subtopics
gual aide for and to increase ry level program-- ference of National ncipals 1971 being of Education, n. Grades 1-3.	NEW MEXICO David York Superintendent of Schools Tucumcari, New Mexico	Achievement BILINGUAL EDUCATION
Purpose to meet grades 1-2-3 king ability pecial training ge and mother Each program erintendent 150 additional zed ($100,000	NEW MEXICO Chapter 309 New Mexico Laws of 1971	Enacted Legislation BILINGUAL EDUCATION appropriation
56,078 which nt in English. bilingual s to teach and writing s to those ofit from	OREGON State Department	Enacted Legislation BILINGUAL EDUCATION
, Funding and	TEXAS Texas Education Agency	Proposed Legislation BILINGUAL EDUCATION

D. CURRICULUM AND INSTRUCTION

Curriculum Areas	STATE Resourc
Visiting Artists Program. K-12 grades. State support.	CONNECTI Mr. Anth Executiv Connecti the A 340 Capi Hartford
Mobile Art Display made available to all students in State. Grades K-12. Private support.	DELAWARE Mr. Jame State De
Artmobile (program of taking art to the rural areas). Grades K-12. State support.	HAWAII Stanley Program DOE 1270 Que Honolulu
Artists in the Schools (nationally renowned artists performing in the schools). Grades K-12. State, foundation and private support.	HAWAII Stanley Program DOE 1270 Que Honolulu
Artists in Residence (nationally known artists residing within school community). Grades K-12. State, foundation and private support.	HAWAII Stanley Program DOE 1270 Que Honolulu

INSTRUCTION as	STATE Resource	Category PRIMARY TOPIC Subtopics
rogram. K-12 grades.	CONNECTICUT Mr. Anthony Keller Executive Director Connecticut Council on the Arts 340 Capitol Avenue Hartford, Connecticut	Achievement ART
made available to all Grades K-12. Private	DELAWARE Mr. James Gervan State Department	Achievement ART
of taking art to the des K-12. State support.	HAWAII Stanley Yamamoto Program Specialist DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	Achievement ART rural
ools (nationally renowned in the schools). Grades dation and private support.	HAWAII Stanley Yamamoto Program Specialist DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	Achievement ART
nce (nationally known within school community). e, foundation and private	HAWAII Stanley Yamamoto Program Specialist DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	Achievement ART

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Artist-Author in the School. Junior high school level. Federal (NDEA III) and local support.	NEW HAMPSH Dr. Alice State Depa
Arts-Communications Skills Project -- A consortium of nine school districts, working with the Education Department's Division of the Humanities and the Arts and Bureau of Reading Education, utilized the visual and performing arts as motivational forms of communication to help disadvantaged students improve achievement in communications skills, including reading and oral expression. Teams of artists, reading specialists and students were trained to carry out the project. An outside evaluation has just been completed, showing significant gain in vocabulary, oral expression and six other related areas. A proposal is now being prepared to create models based on this approach to improved communications skills for purposes of deeper exploration and the dissemination of successful practices. Elementary and secondary levels. Federal (Title I -- Special Incentive Grant) support.	NEW YORK Vivienne A Jane Al State Depa

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
Junior high III) and local	NEW HAMPSHIRE Dr. Alice Baumgarner State Department	Achievement ART
roject -- A stricts, epartment's nd the Arts ion, utilized ts as moti- ion to help ve achievement cluding Teams of artists, ents were trained n outside evaluation wing significant ression and six osal is now els based on mmunications r exploration cessful econdary - Special	NEW YORK Vivienne Anderson or Jane Algozzine State Department	Achievement ART communications disadvantaged reading school district cooperation

In 1970, the Department of Public Instruction produced an innovative art curriculum bulletin entitled "Conceptual Approach to Art Curriculum Planning." This bulletin emphasizes organizing aesthetic education experiences around significant ideas which are stated as generalizations and which are then divided into a variety of conceptual statements. These generalizations and concepts provide the basis for organizing art learning experiences. The dissemination and implementation of the guide was conducted through twenty-five regional workshops throughout the state of Wisconsin. In addition, the art supervisor has been requested to present the material in several art education departments. Thus, the bulletin has been accepted as a supplementary resource in Wisconsin teacher education. The development of conceptual curriculum guides in art education is an extremely difficult task inasmuch as the major emphasis in art education has been upon the studio processes and defining the characteristics of individual creative and mental growth. Resources identifying specific concepts related to the discipline of art have been extremely limited. Thus, most concepts to be dealt with were extracted from significant writings in one or more of the various realms of man's concerns. Approximately 1200 concepts related to the arts were identified. In turn, this mode of curriculum development

(continued)

WISCONSIN
Dr. Earl Colli
State Departme

	STATE Resource	Category PRIMARY TOPIC Subtopics
lic Instruction riculum bulletin to Art Curriculum asizes organizing s around ated as then divided tatements. These rovide the ing experiences. tation of the guide ive regional of Wisconsin. r has been ial in several us, the bulletin entary education. curriculum extremely major been upon ing the creative identifying he discipline ited. Thus, were tings in one of man's concepts ified. In development	WISCONSIN Dr. Earl Collins State Department	Achievement ART innovative practice teacher training information retrieval systems

(continued)

WISCONSIN

is extremely complex inasmuch as the teacher must coordinate a variety of resources, learning processes and evaluation, synthesizing procedures which will provide a variety of insights related to the concepts and which will allow for a reasonable variety of individual responses to the problem. In developing a guide based upon this model at the local school level, it was found that the volume of resource materials and art processes became too cumbersome and inflexible when printed, bound or placed on index cards. The recording of this information on keysort cards, provided an information retrieval system which is compact and permits the retrieval of all information related to the instructional program according to generalizations or a variety of other categories. Since each piece of information related to the instructional program is placed on a separate card and notched for retrieval according to appropriate categories, this system allows for a curriculum resource bank which is constantly evolving through the modification and elimination of the cards in the system or the inclusion of new information. A variety of printed statements and guidelines may be developed from this resource bank which may serve such purposes as lesson units for teachers or for students working independently. Grades K-12. Federal (NDEA III) and state support.

	STATE Resource	Category PRIMARY TOPIC Subtopics
ne teacher rces, learning ting procedures sights related ow for a esponses to e based upon el, it was naterials and e and in- aced on index rmation on tion retrieval s the retrieval instructional ns or a e each piece ructional rd and appropriate a curriculum evolving through f the cards new statements om this purposes r students 2. Federal	WISCONSIN	Achievement

D. CURRICULUM AND INSTRUCTION

Curriculum Areas	STATE Resource
Keaukaha Oral Language Development Plan (teaching standard (oral) English to primary school children in impoverished and homestead areas). Grades K-3. Federal support.	HAWAII Mr. Harry C. Chuck District Superintend Hawaii DOE Post Office Box 1922 Hilo, Hawaii 96720
Hawaii Communication Test (measure how well students talk to each other). Grades 4, 8, and 10. State support.	HAWAII Miss Barbara Kim Administrator DOE 1270 Queen Emma Stre Honolulu, Hawaii 96
Hawaii English Project (specially designed program to teach youngsters use of English). Grades K-12. State support.	HAWAII Mrs. Margaret Oda Director General Education State Department
Communication skills through authorship. Elementary level. Federal (Title III, ESEA)	IDAHO Dr. Andrew Smith, Superintendent Lewiston, Idaho 835 or Dr. Lewis Smith University of Idaho Moscow, Idaho 83843

TRUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
Development Plan al) English to primary overished and homestead ederal support.	HAWAII Mr. Harry C. Chuck District Superintendent Hawaii DOE Post Office Box 1922 Hilo, Hawaii 96720	Achievement COMMUNICATION
est (measure how well other). Grades 4, 8, .	HAWAII Miss Barbara Kim Administrator DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	Achievement COMMUNICATION testing
(specially designed sters use of English). pport.	HAWAII Mrs. Margaret Oda Director General Education State Department	Achievement COMMUNICATION
hrough authorship. eral (Title III, ESEA)	IDAHO Dr. Andrew Smith, Superintendent Lewiston, Idaho 83501 or Dr. Lewis Smith University of Idaho Moscow, Idaho 83843	Achievement COMMUNICATION

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Problem Solving Project -- The project was developed with the aim of encouraging discussion and evaluation of current adolescent attitudes, thoughts, and problems; of learning, acquiring and using communication skills; of developing problem-solving skills; and of learning how to identify, listen to and respond to the ideas and thoughts of others. It provides a positive step toward helping students learn to deal with problems which confront them and through the process to learn to make realistic choices. Approximately 15 school districts are involved in the problem-solving project. Secondary level, grades 7-12. Federal (ESEA, Title III), guidance, counseling, and testing support.	NEW YORK John P. Stebbins Associate in Edu Bureau of Guidan State Education 55 Elk Street Albany, New York
Humanities-Communication Arts Consortium -- Nine districts participated in summer workshops to help improve the art of communication through a variety of humanities media. Language facility and improved vocabulary were direct outcomes. Grades 6-12. Federal, state and local support.	NEW YORK John P. Stebbins Associate in Educ Bureau of Guidanc State Education 55 Elk Street Albany, New York
Plan and Support for Developing Communication Skills in Texas Public School Students. Proposed by the Texas Education Agency.	TEXAS Texas Education

N	STATE Resource	Category PRIMARY TOPIC Subtopics
e project was ouraging current s, and problems; ing communication -solving skills; fy, listen nd thoughts of ve step toward l with problems gh the process to es. Approximately ved in the problem- evel, grades 7-12. idance, counseling,	NEW YORK John P. Stebbins Associate in Education Bureau of Guidance State Education Department 55 Elk Street Albany, New York 12224	Achievement COMMUNICATION problem solving
Consortium -- Nine mer workshops to nication through . Language ary were direct ral, state and	NEW YORK John P. Stebbins Associate in Education Bureau of Guidance State Education Department 55 Elk Street Albany, New York 12224	Achievement COMMUNICATION humanities
ng Communication Students. on Agency.	TEXAS Texas Education Agency	Proposed Legislation COMMUNICATION

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Legislation has provided a hundred thousand dollars in new money for districts to help with inservice teacher training costs for education in the dangers of drug misuse. In addition, the legislation provides for a department information depository of materials in the expanding field of drug education. Grades K-12. State support.	CALIFORNIA State Departm
Statewide Drug Awareness Week, May, 1971 -- All students in grades 5 and 6 throughout the State involved in Drug Awareness Program. Grades 5-6. State and federal support.	DELAWARE Mrs. Edith Vi
Statewide Drug Education Program -- Noted as exemplary by the USOE in 1971. Grades K-12. Federal and state support.	DELAWARE Mr. Ervin Mar State Departm
An Act to amend Title 14, Delaware Code, by creating a new Chapter 42 relating to education; providing for the Drug Abuse Act of 1971 establishing a program of Drug, Narcotic, Alcohol, and Tobacco Education; providing for the Superintendent of Public Instruction to administer the program; and requiring a course in Drug Abuse Education for teacher certification. State and local support.	DELAWARE Laws of Delaw Vol. 58, Chap i.e., HB-411 126th G. A.

CTION	STATE Resource	Category PRIMARY TOPIC Subtopics
a hundred thousand districts to help aining costs for of drug misuse. ion provides ion depository ding field of -12. State	CALIFORNIA State Department	Enacted Legislation DRUG EDUCATION inservice teacher training drug misuse
Week, May, 1971 -- and 6 throughout g Awareness ate and federal	DELAWARE Mrs. Edith Vincent	Achievement DRUG EDUCATION
Program -- Noted in 1971. Grades support.	DELAWARE Mr. Ervin Marsh State Department	Achievement DRUG EDUCATION statewide curriculum
Delaware Code, by relating to the Drug Abuse a program of Drug, bacco Education; tendent of Public the program; and g Abuse Education . State and local	DELAWARE Laws of Delaware Vol. 58, Chapter 254 i.e., HB-411 as amended, 126th G. A.	Enacted Legislation DRUG EDUCATION drug abuse education

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STAT Reso
New programs such as environmental education and drug abuse education have been adopted, complete with teacher education programs and curriculum materials. Grades K-12. State support.	FLOR Dr. Bure Stat
Survey of Student Health and Drug Abuse. Legislative support.	HAWA Miss Prog H DOE 1270 Hono
The State Board of Education shall develop and implement a program of drug education prior to the sixth grade in all public schools as soon as practicable. Grades K-6. State support.	MARY Mr. Assi Ac Stat
Provides that whenever a student seeks information for any form of drug abuse, no statement whether written or oral made to an educator shall be admissable against the student. (HB 455)	MARY Mr. Assi Ac State
Drug Counseling Guidelines for educators working with drug involved students: Provides a suggested framework for professional educators in a helping relationship with students seeking help for drug problems; based on a recently adopted law which provides privileged communication in such counseling/information-seeking sessions. Grades K-12. State support.	MARY Dr. Cons State

	STATE Resource	Category PRIMARY TOPIC Subtopics
ntal education been adopted, n programs des K-12.	FLORIDA Dr. J. W. Crenshaw, Chief Bureau of C & I State Department	Achievement DRUG EDUCATION drug abuse education environmental education teacher inservice training
rug Abuse.	HAWAII Miss Jeanne Paty Program Specialist, Health Education DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	Proposed Legislation DRUG EDUCATION drug abuse education health education
shall develop ig education ll public e. Grades	MARYLAND Mr. Allen R. Gaddis Assistant Director of Administrative Services State Department	Enacted Legislation DRUG EDUCATION statewide curriculum
ent seeks rug abuse, no oral made to le against	MARYLAND Mr. Allen R. Gaddis Assistant Director of Administrative Services State Department	Enacted Legislation DRUG EDUCATION drug abuse education
r educators udents: Provides fessional onship with g problems; aw which tion in eeking e support.	MARYLAND Dr. John S. Jeffreys Consultant in Guidance State Department	Achievement DRUG EDUCATION guidance

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Drug Education Program. All grades. Federal support.	MISSISSIPPI Dr. James Parkman Drug Education State Department
Drug Education Program. Elementary and secondary levels. Federal support.	NEW HAMPSHIRE Don Campbell Division of Instr State Department
Drug Education -- With approval of a $340,000 appropriation from the State Legislature for development and operation of drug education programs, more than 60,000 New Jersey teachers have been trained in drug education and the Department has developed drug curricula in all of the State's secondary schools. Grades 7-12. State support.	NEW JERSEY Dr. William Burca

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
l grades.	MISSISSIPPI Dr. James Parkman Drug Education State Department	Achievement DRUG EDUCATION statewide curriculum
ementary and support.	NEW HAMPSHIRE Don Campbell Division of Instruction State Department	Achievement DRUG EDUCATION
oval of a $340,000 e Legislature on of drug an 60,000 en trained in artment has developed e State's 7-12. State	NEW JERSEY Dr. William Burcat	Achievement DRUG EDUCATION statewide curriculum

The College Volunteer Program supported 12 Crisis Centers in 1970-71 and is currently funding 9 Crisis Centers in 1971-72. A unique feature of Crisis Centers related to the State Education Department is that they are organized and primarily operated by members of the youth community. The fulfillment of youth needs, expressed in the following statement by one of the original crisis centers in New York State, is fundamental to the role which most centers play: Today's youth are often confronted with many problems, some of which are drug abuse, legal difficulties, pregnancy problems, emotional disturbances, family and peer group conflict. In seeking solutions to such problems, many young people:

A. are unaware of existing forms of assistance,
B. distrust existing organizations and members, or
C. find that there is no assistance available to them.

We find that many of the youth we deal with feel discriminated against; they feel that proper forms of assistance are being denied or withheld. Such feelings cause youth to reject the whole society. There is then a need for an agency or organization to bridge the gap between troubled youth and existing agencies, services, and appropriate professionals. In addition to providing referrals to existing medical, legal, and social service agencies, the centers were developed to provide immediate crisis intervention

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	STATE Resource	Category PRIMARY TOPIC Subtopics
ly nal ental 's ms, lties, ple: nd h d dge ng s- als ped	NEW YORK Armand H. Altman Coordinator College Volunteer Program to Combat Drug Abuse State Department	Achievement DRUG EDUCATION counseling guidance students

D. CURRICULUM AND INSTRUCTION (Curriculum Areas)	STATE Resource
(continued) in drug situations or other crises. These two areas are still the highest priority for the crisis centers. However, as the centers evolve, the staff is beginning to become involved in other areas. For example, some of the centers have contacted local medical schools and physicians and have established and are successfully operating free medical clinics. Staff members are also being utilized as resource people to local community and school groups for drug education workshops. Some of the more established centers which have developed comprehensive training programs are traveling to other centers throughout the State and providing inservice training and assistance to the new centers. High school and College level. Supported in 1970-71 by state funds; in 1971-72 by NIMH.	NEW YORK
Curriculum Development -- Over $1 million was appropriated to the Department for the development of curriculum materials in the areas of drug education (350,000 each year of the biennium), consumer education ($100,000 each year), and environmental education ($100,000 each year). This marks the first time the Legislature has earmarked funds for curriculum development. These funds will be used to develop, field test and distribute curriculum guides for teachers and curriculum materials for students in these increasingly important areas of instruction.	OHIO State Department

INSTRUCTION ɛas)	STATE Resource	Category PRIMARY TOPIC Subtopics
or other crises. These the highest priority ers. However, as the staff is beginning to other areas. For example, have contacted local physicians and have successfully operating s. Staff members are as resource people to school groups for drug . Some of the more which have developed ing programs are traveling roughout the State and training and assistance High school and College n 1970-71 by state funds;	NEW YORK	Achievement
ent -- Over $1 million was Department for the develop- materials in the areas of drug each year of the biennium), ($100,000 each year), and tion ($100,000 each year). t time the Legislature has curriculum development. used to develop, field curriculum guides for ulum materials for students ly important areas of	OHIO State Department	Enacted Legislation DRUG EDUCATION consumer education environmental education appropriation

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
It has been proposed that adequate means be found to provide drug education throughout the State. Proposed by the Oklahoma Education Association.	OKLAHOMA Representative Abbott State Legislatu
Support and Expansion of Drug Education and Crime Prevention Programs.	TEXAS Texas Educatio
Project ECO, An Environmental Curriculum Opportunity. Grades K-12. Federal (Title III, ESEA) support.	IOWA State Departme
Conservation Education -- Outdoor Laboratory. Senior high school level. Local support.	IOWA Mr. Harold Linc Delhi, Iowa 52
Initiated by a State Board of Education resolution the Department working cooperatively with citizen and education groups developed a series of recommendations for instituting a State program in environmental education. Grades K-12. Federal, state, and foundation support.	MARYLAND Dr. James Latha Environmental Project Dire State Departme
Environmental Ed-Community Environmental Ed & Curriculum Development for secondary students and the School Environmental Education (SEE) project for elementary students. State support -- Environmental Education Act.	NEW HAMPSHIRE William Ewert, Division of In State Departme

	STATE Resource	Category PRIMARY TOPIC Subtopics
e means be hroughout oma	OKLAHOMA Representative Lonnie Abbott State Legislature	Proposed Legislation DRUG EDUCATION
cation and	TEXAS Texas Education Agency	Proposed Legislation DRUG EDUCATION crime prevention
riculum al (Title	IOWA State Department	Achievement ENVIRONMENTAL EDUCATION
Laboratory. support.	IOWA Mr. Harold Lincoln Delhi, Iowa 52223	Achievement ENVIRONMENTAL EDUCATION conservation education outdoor education
ucation coop- tion ommendations in environ- Federal,	MARYLAND Dr. James Latham Environmental Education Project Director State Department	Achievement ENVIRONMENTAL EDUCATION
onmental secondary ental entary ronmental	NEW HAMPSHIRE William Ewert, Division of Instruction State Department	Achievement ENVIRONMENTAL EDUCATION

Environmental Education Labortory -- The laboratory is a natural site in the Sandia Mountains developed for teaching purposes. The project has objectives for teachers and students. Teachers through in-service training will display improved ability to relate classroom curriculum to the earning resources of the natural environment and to teach large concepts centered on thematic strands such as change, continuity, variety, similarities, interaction patterns and adaptation. Measurement will be by staff observation. Students will display increased knowledge of man's interdependence with the natural environment as measured by teacher observation of his wise use thereof, and by pre- and post-tests of his knowledge. A teacher's guide has been developed and will be updated. Fifth grade level. Federal (Title III), local and state support.

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Environmental Ed
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Albuquerque Publ
Albuquerque, New

CTION	STATE Resource	Category PRIMARY TOPIC Subtopics
abortory -- The ite in the Sandia eaching purposes. s for teachers and gh in-service roved ability to um to the earning environment and to ered on thematic ontinuity, variety, patterns and will be by staff ll display n's inter- al environment servation of his wise and post-tests of his uide has been lated. Fifth grade I), local and state	NEW MEXICO John Cox Environmental Education Department Albuquerque Public Schools Albuquerque, New Mexico	Achievement ENVIRONMENTAL EDUCATION outdoor education teacher inservice training

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Tri-State (Florida, Maryland, North Carolina) Environmental/Ecological Education Planning Project -- In view of such urgent problems as waste disposal, air and water pollution, overpopulation and the deterioration of our natural resources, a cooperative project has been started to develop a plan by which state-level personnel will offer assistance in the area of environmental education to the public schools in the 3 states. Institutions of higher education will be asked for help in preparing teachers for the new program. The Division of Science Education is now in the process of developing a Master Plan for North Carolina. Grades K-12. Federal support.	NORTH CAROLIN Paul H. Taylo Director Division of S Education State Departm
It has been proposed that ecology education be included in the educational program throughout the State. Proposed by the Oklahoma Education Association.	OKLAHOMA Representativ Lonnie Abb State Legisla
Initiated study group on Environmental Education. Grades K-12. State support.	TENNESSEE Commissioner State Departm

TION	STATE Resource	Category PRIMARY TOPIC Subtopics
nd, North Carolina) ducation Planning urgent problems as ter pollution, over- ration of our natural roject has been by which state- assistance in the ation to the public Institutions of sked for help in new program. The ion is now in the ster Plan for -12. Federal	NORTH CAROLINA Paul H. Taylor Director Division of Science Education State Department	Achievement ENVIRONMENTAL EDUCATION statewide inter-agency cooperation
ecology education ional program posed by the ation.	OKLAHOMA Representative Lonnie Abbott State Legislature	Proposed Legislation ENVIRONMENTAL EDUCATION statewide curriculum
nvironmental State support.	TENNESSEE Commissioner E. C. Stimbert State Department	Achievement ENVIRONMENTAL EDUCATION

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Environmental Education -- Schools which have never taken children into the woods to study Mother Earth from the roots up and children who have never learned to read tomorrow's weather in the stars, and clouds, and touch of the wind have a lot of catching up to do. They're 21 years behind Tyler. School children in this East Texas town began making over-night treks to a lakeside camp back in 1949, a generation before environment became a headlined problem and ecology a topic for speeches and quiz programs. Camp facilities -- six winterized buidlings, seven summer cabins, two crafts shelters, water and sewer systems, and developed waterfront areas -- were built by the Smith County Youth Foundation. The Tyler Board of Education leases the facilities for $1 a year plus maintenance. In return, the schools may occupy the camp from September 1 through May 31. Grades 5 and 6. Local support.	TEXAS Jim Plyler, S Tyler ISD Box 237 Tyler, Texas
An innovative curricular practice at the Webster Elementary School called "The Life Involvement Model" shows great potential. This project develops the entire curriculum from the community environment, i.e., the playground, the industries, and the mountain outdoor camp provide the "stuff" out of which science, social studies, math, reading, writing and other experiences are emerging. Community resources are also being utilized by students in solving their problems. Grades K-6. Title I, ESEA, state and local support.	UTAH Ronald Harman Webster Eleme 9228 West 270 Magna, Utah

INSTRUCTION as	STATE Resource	Category PRIMARY TOPIC Subtopic
ation -- Schools which have en into the woods to study the roots up and children rned to read tomorrow's rs, and clouds, and touch lot of catching up to do. ehind Tyler. School ast Texas town began treks to a lakeside camp neration before a headlined problem and r speeches and quiz programs. six winterized buidlings, s, two crafts shelters, stems, and developed water- e built by the Smith County The Tyler Board of Education ies for $1 a year plus eturn, the schools may occupy ember 1 through May 31. ocal support.	TEXAS Jim Plyler, Superintendent Tyler ISD Box 237 Tyler, Texas 75701	Achievement ENVIRONMENTAL EDUCATION outdoor education
icular practice at the School called "The Life shows great potential. ops the entire curriculum environment, i.e., the dustries, and the mountain de the "stuff" out of ial studies, math, reading, experiences are emerging. s are also being utilized by g their problems. Grades A, state and local support.	UTAH Ronald Harmansen, Principal Webster Elementary School 9228 West 2700 South Magna, Utah 84044	Achievement ENVIRONMENTAL EDUCATION community resources interdisciplinary curriculum

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
The Cispus Environmental Education Center, located in Gifford Pinchot National Forest, serves as a living classroom for thousands of students year-round. Once a job corps center, the camp's facilities include: a gym, dormitories, an infirmary, a mess hall, shops and education buildings. According to Louis Bruno, the Washington State Superintendent of Public Instruction, "Education, particularly environmental education is our goal". For that, the student may venture outside the buildings into the woods, or by a pond, or face the dynamic river system close by. Children from varied groups have participated in this program -- some handicapped, some potential dropouts, some disadvantaged, and some "gifted". Cispus Environmental Education Center provides an inspiring setting for environmental, ecological, and outdoor awareness study for many citizens of tomorrow's world. Grades K-Adult. State support.	WASHINGTON Lloyd Rowl Director Cispus Env Randle, Wa or Dave Kenne Superviso Environme Progra Box 527 Olympia,
Statewide comprehensive K-12 Health Curriculum Guide. Grades K-12. State support.	DELAWARE Mrs. Edit Departmen Instru Dover, De
Educational Services: Act requires Department of Health and Rehabilitative Services to establish education programs for all persons under 21 years of age under its care.	FLORIDA Chapter 7 Laws of F

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
ucation Center, National Forest, m for thousands ce a job corps es include: a gym, a mess hall, shops ccording to Louis Superintendent cation, partic- ion is our goal". enture outside s, or by a iver system ried groups have m -- some handicapped, me disadvantaged, Environmental n inspiring ecological, and many citizens s K-Adult. State	WASHINGTON Lloyd Rowley Director Cispus Environmental Center Randle, Washington 98377 or Dave Kennedy Supervisor Environmental Education Programs Box 527 Olympia, Washington 98504	Achievement ENVIRONMENTAL EDUCATION outdoor education dropouts handicapped disadvantaged gifted
12 Health -12. State support.	DELAWARE Mrs. Edith Vincent Department of Public Instruction Dover, Delaware	Achievement HEALTH EDUCATION statewide curriculum
requires Department e Services to s for all persons its care.	FLORIDA Chapter 71-350 Laws of Florida	Enacted Legislation HEALTH EDUCATION

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Authorizes the State Board of Education to prescribe a comprehensive course of study in health and physical education for all grades and grade levels in the public school systems and to establish standards for its administration. Said course shall include instruction in alcohol, smoking and health and drug abuse education. (March 30, 1971)	GEORGIA Senate Bill 132
Health Problems: This act presents an extensive and comprehensive program of health education. Firstly, it establishes as a basis of curricula for all elementary and secondary schools a number of areas including: human ecology, human growth and development, prevention and control of disease, public and environmental health, safety education and disaster survival, mental health and illness, personal hygiene, alcohol, drug abuse and use, tobacco, nutrition and dental health. Secondly, the act empowers the Superintendent of Public Instruction to deal directly with a number of areas of health education (e.g., developing cooperative training programs between school districts and universities, establishing guidelines for local schools in establishing the comprehensive health program). Thirdly, the act creates an advisory Committee to assist the Office of the Superintendent in developing and implementing the health program.	ILLINOIS HB 2547 PA 77-1405

RUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
ard of Education to ve course of study in cation for all grades public school systems rds for its administration. de instruction in alcohol, drug abuse education.	GEORGIA Senate Bill 132	Enacted Legislation HEALTH EDUCATION drug education statewide curriculum
act presents an extensive am of health education. as a basis of curricula secondary schools a number man ecology, human prevention and control environmental health, saster survival, ss, personal hygiene, use, tobacco, nutrition ondly, the act empowers ublic Instruction to deal of areas of health education rative training programs s and universities, for local schools in hensive health program). s an advisory Committee the Superintendent in ting the health program.	ILLINOIS HB 2547 PA 77-1405	Enacted Legislation HEALTH EDUCATION drug education statewide curriculum

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resou
Comprehensive Health Education Design and Curriculum -- The Health Education Curriculum provides a conceptual-behavioral frame of reference necessary to meet changing educational needs. It is designed around six major concepts which deal with both the external and internal environments at four general age levels. The concept of the design as well as the content, learning activities and experiences and resources for each level can be modified to fit the individual learner at any level. Grades K-12. State and federal support.	MARYL Miss Speci Edu State
A nutrition course in St. Paul provides sequential, in-depth nutrition education following the recommendations of the 1969 White House Conference on Food, Nutrition and Health. Grades K-12. Federal, state and local support.	MINNE Mrs. Nutri St. P Depar 615 C St. P
Establishment of Physical Education Demonstration Center Program in cooperation with the President's Council on Physical Fitness and Sports. Grades K-12. Federal, state and local support (minimal).	NORTH Floyd Divis Edu
Senate Bill 574 by Christie -- creating the Governor's Commission on Physical Fitness.	TEXAS Texas

N	STATE Resource	Category PRIMARY TOPIC Subtopics
n Design Education ual- necessary needs. It concepts ernal and r general he design ning nd resources ed to fit y level. ral support.	MARYLAND Miss Doris E. Terry Specialist in Health Education State Department	Achievement HEALTH EDUCATION
ul provides on education s of the on Food, s K-12. port.	MINNESOTA Mrs. Susan Christopherson Nutritionist St. Paul Public Schools Department of Home Economics 615 City Hall St. Paul, Minnesota 55102	Achievement HEALTH EDUCATION nutrition
ucation in cooperation on Physical K-12. Federal, imal).	NORTH CAROLINA Floyd Woody, Consultant Division of Health, Physical Education and Safety	Achievement HEALTH EDUCATION physical education physical fitness
-- creating n Physical	TEXAS Texas Education Agency	Commission HEALTH EDUCATION physical fitness

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Mathematics Laboratory Approach. Elementary level. Local support.	CONNECTICUT Southeast School Newington, Connectic
Individualized Mathematics for slow learners. Secondary level. State and local support.	IDAHO Dr. Jay W. Casper Superintendent Idaho Falls, Idaho
Mathematics Goals and Activities K-6, Parts 1, 2, and 3 -- This 3-part publication of the Mathematics Division contains over 600 student behavioral objectives for mathematics, grades K-6. In addition, activities are included for each objective to assist teachers in successfully teaching mathematics to students. The publication lends itself to individualized instruction and a non-graded program because of its reference to levels instead of grades. Grades K-6. State, local and federal support.	NORTH CAROLINA John W. Ogle, Consul Division of Mathemat State Department

UCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
pproach. Elementary	CONNECTICUT Southeast School Newington, Connecticut	Achievement MATHEMATICS
s for slow learners. nd local support.	IDAHO Dr. Jay W. Casper Superintendent Idaho Falls, Idaho 83401	Achievement MATHEMATICS
tivities K-6, Parts rt publication of the tains over 600 student r mathematics, grades ities are included for teachers in success- s to students. The to individualized aded program because ls instead of grades. l and federal support.	NORTH CAROLINA John W. Ogle, Consultant Division of Mathematics State Department	Achievement MATHEMATICS

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
The Educational Achievement Act (Senate Bill 174) was passed in 1969. The Act was amended by House Bill 1295, 1971 Session Laws. The purpose of the Educational Achievement Act is to stimulate the development and implementation of pilot programs in reading to improve the educational achievement of the educationally disadvantaged children in Colorado. In addition, it is intended that the pilot programs will be evaluated and the most successful and promising will be made available for replication in other school districts and ultimately provide a vehicle for reading improvement throughout Colorado. Twenty-three projects are in the third year of operation and three performance contracts are in operation the second year. Grades 1-12. State support. Future support is in doubt.	COLORADO E. Byron Parks, Consult Special Programs Unit State Department
Remedial Reading: Act establishes a program whereby school districts may apply to Department of Education for funds to be used in a remedial reading program.	FLORIDA Chapter 71-273 Laws of Florida
Special reading program for children with problems. Elementary level -- grades 1-6. State and local support.	IDAHO Harold Shockley, Princi and Marshall T. Keating Superintendent Lena Whitmore Elementar School Moscow, Idaho 83843

	STATE Resource	Category PRIMARY TOPIC Subtopics
(Senate Bill t was amended Laws. The vement Act is implementation improve the ducationally do. In e pilot he most made er school a vehicle ut Colorado. third year of contracts are Grades 1-12. s in doubt.	COLORADO E. Byron Parks, Consultant Special Programs Unit State Department	Achievement READING
es a program ly to Department ed in a remedial	FLORIDA Chapter 71-273 Laws of Florida	Enacted Legislation READING finance
ldren with grades 1-6.	IDAHO Harold Shockley, Principal and Marshall T. Keating Superintendent Lena Whitmore Elementary School Moscow, Idaho 83843	Achievement READING

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
A rural school Right to Read program. Elementary level. Federal, state and local support.	IDAHO Mr. William Hawthorne El Boise, Idah or Dr. Stephen Superintend Independent Boise Cit Boise, Idah
Reading Clinic. Elementary level. Title I, ESEA.	IOWA Leroy F. Pe 421 Clearvi Burlington,
Model Reading Program -- A reading program started in a junior high school and a senior high school in which one-half hour every day all activity in the school stops and everyone -- principals, teachers, students -- reads something. Basic to the program is the idea that a literate individual is not someone who knows *how* to read but someone who *does* read. Grades 7-12. State and federal support.	MARYLAND Dr. Richard Consultant State Depart

ID INSTRUCTION eas	STATE Resource	Category PRIMARY TOPIC Subtopics
ight to Read program. . Federal, state and local	IDAHO Mr. William G. Quinney Hawthorne Elementary School Boise, Idaho 83705 or Dr. Stephenson Youngerman, Jr. Superintendent Independent School District of Boise City Boise, Idaho 83702	Achievement READING
Elementary level. Title	IOWA Leroy F. Peace 421 Clearview Avenue Burlington, Iowa 52601	Achievement READING
ogram -- A reading program ior high school and a ol in which one-half hour tivity in the school ne -- principals, teachers, s something. Basic to the dea that a literate t someone who knows how one who does read. ate and federal support.	MARYLAND Dr. Richard M. Petre Consultant in Reading State Department	Achievement READING

Reading Resources Center -- A Reading Resources Center was established in the State Superintendent's Office and is maintained by the Reading and Language Arts supervisor. This center contains research articles on reading-language arts; microfiche on all major publications related to reading and tests available for review for teachers; and over 20 publications which provide titles of films, remedial reading guides, ideas for the diagnosis of reading problems and lists of classroom activities. This material is available for distribution and use to all schools in the state on either a permanent or short-term loan basis.

Language Arts: The New Mexico Reading Council was formed on October 8, 1971. The Council Coordinator sees this as the beginning of a statewide, cooperative effort to attack the reading problems in every school district in the state. The New Mexico Reading Council members will be called upon to encourage cooperation among the business community, parent/teacher groups and educators throughout the state in support of the Right to Read Program. Members will be asked to act as consultants in the planning phase of the project. Grades K-12. Federal support.

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UCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
-- A Reading Resources n the State Super- s maintained by the s supervisor. This articles on reading- e on all major pub- ding and tests teachers; and over ovide titles of guides, ideas for problems and lists This material is ion and use to all either a permanent .	MONTANA State Department	Achievement READING resource center
Mexico Reading Council , 1971. The Council s the beginning of a effort to attack the ry school district in the Reading Council members encourage cooperation unity, parent/teacher roughout the state to Read Program. o act as consultants f the project. upport.	NEW MEXICO Dr. Wayne Weimer Education Specialist Communicative Arts Unit State Department	Achievement READING language arts

D. CURRICULUM AND INSTRUCTION

Curriculum Areas	STATE Resource
Small group remedial reading program for Mexican American and Indian children -- selected as one of the top ten model programs in the U. S. by the U. S. Office of Education involves bilingual and bicultural concepts with parental involvement. Grades 1-6. State and federal support.	NEW MEXICO Mr. Frank Superinten Pojoaque,
SPED -- Behavioral objectives banks have been developed in the area of reading are presently being field tested in the schools.	NEW YORK Jane Algoz Reading Ed State Depa
Three Right to Read Prototype Schools -- Elementary schools were selected in three districts for participation in redesigning or strengthening the developmental reading program. The Right to Read Task Force teams acted as consultants in policy making, planning, and developing the reading plans. Greece, Yonkers and Cassadagua Valley were the participating districts. Grades K-8. Federal, state and local support.	NEW YORK Jane Algozi Reading Edu State Depar
The Regents Position Paper in Reading -- A new position paper has been published in support of individualizing the teaching of reading, using diagnostic-prescriptive approach which will meet the learner's needs, interests and learning modality. It places the responsibility for the elimination of illiteracy directly on our schools. Grades K-12. State support.	NEW YORK Jane Algozz Reading Edu State Depar

UCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
ding program for ian children -- op ten model the U. S. lves bilingual with parental . State and	NEW MEXICO Mr. Frank Lopez Superintendent of Schools Pojoaque, New Mexico	Achievement READING bilingual education
tives banks have been reading are presently e schools.	NEW YORK Jane Algozzine, Chief Reading Education State Department	Achievement READING behavioral objectives
otype Schools -- selected in three ion in redesigning velopmental reading Read Task Force teams policy making, planning, ing plans. Greece, Valley were the . Grades K-8. Federal, .	NEW YORK Jane Algoziine, Chief Reading Education State Department	Achievement READING task force
per in Reading -- A new published in support teaching of reading, iptive approach which needs, interests and places the responsibility illiteracy directly on our State support.	NEW YORK Jane Algozzine, Chief Reading Education State Department	Achievement READING individualized instruction diagnostic-prescriptive

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Bureau of Reading Education: Administrator's Workshop -- Regional workshops are conducted for administrators to strengthen and improve school reading programs. K-12 Administrators.	NEW YORK Jane Algozz Reading Edu State Depar
Safety Ed-Driver Ed-3 phase program including simulation and multi-media classrooms. Secondary level. Federal and local support.	NEW HAMPSHI John Grove Division o State Depa
HJR 60 requests the Governor to appoint a commission to study driver education programs in the State.	MARYLAND State Depa
Safety Education -- Special financial support to enable New York State to implement the requirements of the National Highway Safety Act of 1966 has been introduced. Supported by the State Traffic Safety Council.	NEW YORK Julian Riv 23 East 26 New York,
S-672A: Resolution creating a special commission to study feasibility of establishing a driver improvement program or a traffic school program in the State of Rhode Island.	RHODE ISLA State Depa
ESEA III Project "Sea Beside Us", an exemplary science program in the Milford District, recipient of a national award in 1971. Grades K-12. Federal support.	DELAWARE Mr. John R State Depa

N	STATE Resource	Category PRIMARY TOPIC Subtopics
Administrator's s are conducted hen and improve 2 Administrators.	NEW YORK Jane Algozzine, Chief Reading Education State Department	Achievement READING
rogram including assrooms. Secondary port.	NEW HAMPSHIRE John Groves Division of Instruction State Department	Achievement SAFETY EDUCATION driver education
o appoint a ucation	MARYLAND State Department	Enacted Legislation SAFETY EDUCATION
inancial support mplement the Highway Safety ed. Supported ouncil.	NEW YORK Julian Rivo 23 East 26th Street New York, New York 10010	Proposed Legislation SAFETY EDUCATION
a special ty of establishing or a traffic f Rhode Island.	RHODE ISLAND State Department	Commission SAFETY EDUCATION driver education
Us", an exemplary d District, in 1971.	DELAWARE Mr. John Reiher State Department	Achievement SCIENCE

Bureau of Science Education -- During the course of a seven-year period, the State Education Department has developed an outstanding course of study in earth science which is inquiry and process oriented and is based upon the achievement of goals and objectives stated in behavioralized terms. The emphasis in the course is upon the development of learning-how-to-learn skills. The earth science course serves as a subject matter vehicle for implementing the development of high level learning-how-to-learn skills. A significant feature related to the development of this course was the organization of tryout centers throughout the state. These centers were composed of teachers from schools which were geographically close to each other. The teacher from a given center met on the average of twice a month for sessions which lasted one-half day or more. Each teacher in each center was, in effect, the chairman of a particular "wheel" function related to the program development, e.g., feedback resulting from trying out the experimental versions of the program, the development of laboratory investigations, the preparation of field guides, the development of inservice education programs and the like. The teachers from each of the centers participated in three of four statewide meetings during a given year. When they met on a statewide basis, those teachers who had taken on specific tasks and even the chairman of similar wheel function activities in their

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TRUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
ation -- During the course , the State Education ed an outstanding course nce which is inquiry nd is based upon the nd objectives stated in The emphasis in the elopment of learning- The earth science ject matter vehicle for opment of high level skills. A significant development of this ation of tryout state. These centers ers from schools which ose to each other. The enter met on the average essions which lasted one- h teacher in each center airman of a particular ed to the program dback resulting from ental versions of the nt of laboratory eparation of field t of inservice the like. The the centers participated wide meetings during ey met on a statewide who had taken on n the chairman of activities in their	NEW YORK Hugh Templeton Chief Bureau of Science Education State Department	Achievement SCIENCE earth science learning skills teacher inservice training

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NEW YO

local centers met as a statewide committee for that particular function, e.g., the development of inservice education programs for other earth science teachers. By the end of the seven year period about two hundred teachers had been actively involved in the development of the statewide earth science program. The financing of the tryout effort was jointly borne by the State Education Department and the local school district. By the end of the period many of the teachers involved wanted to stay organized in some way in order to continue the effort to improve the learning-how-to-learn approach exemplified in the State Earth Science Course. Subsequently they reorganized themselves into a professional group of science teachers who are dedicated to applying research in science education to action in the schools as an organization known as Research in Science Education (RISE). They are currently committed to an effort which is directed toward the individualization of the State Earth Science Program and more generally to the individualization of learning in science and other disciplines. As a group the members of RISE are a valuable resource to the State in the ongoing development of a variety of modes of individualizing learning. They are particularly developing auto-tutorial software/hardware systems geared to achieving the individualization of learning. In con-

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ewide committee for .g., the development rams for other earth nd of the seven year achers had been velopment of the gram. The ort was jointly n Department and By the end of hers involved some way in t to improve pproach exemplified Course. Subsequently into a professional ho are dedicated to e education to action zation known as on (RISE). They an effort which vidualization of gram and more ization of learn- sciplines. As a re a valuable e ongoing modes of They are partic- orial software/ achieving the ng. In con-	NEW YORK	Achievement

(continued)

junction with this overall effort, they are developing special diagnostic and evaluative instruments designed to measure achievement of learning how to learn skills on increasingly sophisticated levels of competence. But most importantly, this group continues to forge ahead in the development of new ideas, approaches, and ways to individualize the learning process -- and in the process they are serving effectively as change agents for improving the State's educational system.	NEW YORK
Aviation Science Project -- Aviation Science is a broad-based high school laboratory science course designed to give students an insight into the many facets of aviation. Included as a part of the course is a cross-country flight of approximately 40 miles for the student. Secondary level. State and local support.	NORTH CA Paul H. Director Division State De
Social Studies Mini-Courses. High School level. Local support.	CONNECTI Miss Hel Guilford Guilford
Humanities Program. Secondary level. State and local support.	IDAHO Dr. S. Y Superint Independ Boise Boise, I

TRUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
rall effort, they diagnostic and designed to measure g how to learn skills ticated levels of importantly, this rge ahead in the as, approaches, and the learning process -- y are serving effective- r improving the State's	NEW YORK	Achievement
ct -- Aviation Science school laboratory ed to give students any facets of aviation. the course is a cross- roximately 40 miles ondary level. State	NORTH CAROLINA Paul H. Taylor Director Division of Science Education State Department	Achievement SCIENCE aviation innovative program
ourses. High School .	CONNECTICUT Miss Helen Quinlan Guilford High School Guilford, Connecticut	Achievement SOCIAL STUDIES AND HUMANITIES mini-courses
Secondary level. rt.	IDAHO Dr. S. Youngerman Superintendent Independent District of Boise Boise, Idaho 83702	Achievement SOCIAL STUDIES AND HUMANITIES

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
Project: A program to improve Social Studies Instruction in the Ottumwa Schools. Grades K-12. Title III, ESEA	IOWA State Departm
"Poet in the School". Elementary level. NDEA III.	NEW HAMPSHIR Dr. Alice Bau Division of State House Concord, New 03301
Diversified Arts Program. Junior high school level. Federal, NDEA III support.	NEW HAMPSHIR Dr. Alice Bau Division of State House Concord, New 03301
"Guns into Plowshares" -- transforming rifle range to humanities area including a theater. Junior high school level. Federal and NDEA III support.	NEW HAMPSHIR Dr. Alice Bau Division of State House Concord, New 03301

	STATE Resource	Category PRIMARY TOPIC Subtopics
cial Studies s. Grades	IOWA State Department	Achievement SOCIAL STUDIES AND HUMANITIES teacher training
level.	NEW HAMPSHIRE Dr. Alice Baumgarner Division of Instruction State House Annex Concord, New Hampshire 03301	Achievement SOCIAL STUDIES AND HUMANITIES
high school .	NEW HAMPSHIRE Dr. Alice Baumgarner Division of Instruction State House Annex Concord, New Hampshire 03301	Achievement SOCIAL STUDIES AND HUMANITIES
rming rifle ng a el. Federal	NEW HAMPSHIRE Dr. Alice Baumgarner Division of Instruction State House Annex Concord, New Hampshire 03301	Achievement SOCIAL STUDIES AND HUMANITIES

D. CURRICULUM AND INSTRUCTION

Curriculum Areas	STATE Resource
Participation in a project sponsored by the National Humanities Faculty. Sixteen schools in the U.S. have been chosen to participate in 1971-72. It is a 3-year project entitled, "The Question of Authority," seeking the insights which a broad range of disciplines can offer. Each school is receiving consulting services from nationally known persons in musicology, art and drama, anthropology, and philosophy. Secondary level. Foundation support.	NORTH CAROLINA J. A. Freeman Principal Hugh M. Cummings 2200 North Meban Burlington, Nort 27215
Development of curriculum materials on India. Grades 7-12. State and federal support.	TENNESSEE Commissioner E. State Department
Humanities -- This seventh grade course in the humanities focuses the student's attention on what it means to be human through the study of literature, music, art, philosophy, history, architecture, drama, and dance. During the course, students develop insights into two key questions: Who am I? What is valuable to me? Edgewood Independent School District (San Antonio) students represent three ethnic groups: 92 percent Mexican American, 6 percent Anglo, and 2 percent black. Traditional learning patterns, moving from the known to the unknown, are followed. Each student is encouraged to explore his own family background, folklore, and community customs as a beginning point. Later, he moves into the unfamiliar culture of other countries and other people. Grade 7. Local support.	TEXAS Joe Cardenas Superintendent Edgewood ISD 5853 West Commer San Antonio, Tex

RUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
ect sponsored by the ilty. Sixteen schools hosen to participate year project entitled, ity," seeking the range of disciplines is receiving con- ationally known persons drama, anthropology, ary level. Foundation	NORTH CAROLINA J. A. Freeman Principal Hugh M. Cummings High School 2200 North Mebane Street Burlington, North Carolina 27215	Achievement SOCIAL STUDIES AND HUMANITIES
um materials on tate and federal	TENNESSEE Commissioner E. C. Stimbert State Department	Achievement SOCIAL STUDIES AND HUMANITIES
nth grade course in the student's attention on an through the study of philosophy, history, d dance. During the p insights into two key What is valuable to me? hool District (San sent three ethnic ican American, 6 percent ack. Traditional ng from the known to the Each student is his own family back- community customs as a , he moves into the other countries and Local support.	TEXAS Joe Cardenas Superintendent Edgewood ISD 5853 West Commerce San Antonio, Texas 78237	Achievement SOCIAL STUDIES AND HUMANITIES intergroup education

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resour
Programs and support for extending cultural awareness and social understanding of Texas public school students.	TEXAS Texas
Humanities -- The McAllen Humanities Program is one of 10 in the nation offered consultant support by the National Humanities Faculty, which regularly sends specialists from The University of Texas at Austin, University of Georgia, and other sources to work with students and teachers. The program is divided into two courses, an 11th grade unit in American Studies and a 12th grade unit in Development of Western Thought. In each, the two teachers work closely with a small number of students in order to bring out as much individual expression as possible. When the class studies classical sculpture for example, students actually work in clay and other materials in order to develop an appreciation for the sculpture's art. They also work in painting, drama, photography, and make video-tape and slide-tape interpretations of themes and works introduced in the course. Grades 11-12. Federal and state support.	TEXAS Rodne Superi McAlle 110 S McAlle

	STATE Resource	Category PRIMARY TOPIC Subtopics
ding cultural ding of	TEXAS Texas Education Agency	Proposed Legislation SOCIAL STUDIES AND HUMANITIES cultural awareness
nities Program ered consultant ties Faculty, sts from The University o work with ogram is lth grade 12th grade Thought. closely with order to bring ion as possible. al sculpture work in clay o develop an 's art. They photography, tape inter- introduced Federal	TEXAS Rodney D. Cathey Superintendent McAllen ISD 110 South Tenth Street McAllen, Texas 78501	Achievement SOCIAL STUDIES AND HUMANITIES

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
The Wisconsin Department of Public Instruction's publication *Knowledge, Processes and Values in the New Social Studies*, deals with the three germane aspects of a social studies program: (1) the nature of knowledge, (2) inquiry and problem solving (processes) techniques, and (3) values and valuing. This publication was designed primarily for use in preservice and inservice experiences and is serving as a useful tool for instructional leaders in social studies education. Contained within this document are specific examples of teaching strategies which classifies this work as something over and above a philosophical statement. Implementation of the ideas contained in *Knowledge, Processes and Values in the New Social Studies* is being carried out through inservice experiences conducted by the Department of Public Instruction, the Wisconsin Council for the Social Studies, and the State Social Studies Curriculum Committee. Further, in this first year of the bulletin, it is being used as a methods text in nineteen of our teacher education institutions. Grades K-12. NDEA III and state support.	WISCONSI Dr. Mike NDEA III State Dep
Requirement of public high schools to give instruction in the essentials and benefits of the free enterprise system.	ARIZONA Chapter 8 House Bil
Urges the teaching of consumer education in all Montana public schools. Signed March 1.	MONTANA HJR 2

UCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
of Public Instruction's rocesses and Values s, deals with the a social studies of knowledge, solving (processes) es and valuing. igned primarily d inservice ng as a useful eaders in social ained within this amples of teaching ies this work as a philosophical on of the ideas Processes and Values s is being carried periences conducted lic Instruction, the e Social Studies, and Curriculum Committee. ear of the bulletin, thods text in nineteen institutions. nd state support.	WISCONSIN Dr. Mike Hartoonian NDEA III State Department	Achievement SOCIAL STUDIES AND HUMANITIES inservice training
gh schools to give tials and benefits ystem.	ARIZONA Chapter 86 House Bill 299	Enacted Legislation STATEWIDE CURRICULUM free enterprise
nsumer education hools. Signed	MONTANA HJR 2	Enacted Legislation STATEWIDE CURRICULUM consumer education

D. CURRICULUM AND INSTRUCTION Curriculum Areas	STATE Resource
New educational goals and patterns for a series of changes in curriculum have been approved by the State Board to be effectuated through the Secretary of Education, designed to give greater flexibility in curriculum planning consistent with high quality of education and subject to the approval of the local boards of education. Grades K-12. State, local and federal support.	PENNSYLVANIA Mr. John L. Kennedy State Department
An Occupational Awareness Program. Grades 5-8. Federal and local support.	MARYLAND Jan W. Jansen Garrett County Communi College
Calling Careers (Telecast and Teachers Manual being produced) to examine a wide range of career possiblities. Grade 6. State support.	MARYLAND Miss Angela McDermott and Mr. James L. Reid Assistant State Superi Division of Vocational Technical Education State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
a een ctuated signed lum of of K-12.	PENNSYLVANIA Mr. John L. Kennedy State Department	Achievement STATEWIDE CURRICULUM
ades	MARYLAND Jan W. Jansen Garrett County Community College	Achievement VOCATIONAL EDUCATION occupational education
Manual e of upport.	MARYLAND Miss Angela McDermott and Mr. James L. Reid Assistant State Superintendent Division of Vocational and Technical Education State Department	Achievement VOCATIONAL EDUCATION career education

Career and Attitude Development Grade Kit K-6: This program is designed to investigate that area of attitude development at the elementary level variously called occupational attitudes toward the world of work, career development or occupational information. This is a developmental program of attitude development which, instead of adding to the curricula of the elementary school, will and can be implemented within the existing framework of the school. The occupational attitude program is developed around a series of concepts with suggested activities and materials designed to (1) promote the student's understanding of various occupations, (2) provide occupational information, (3) explore the world of work, and (4) assist the student in finding out about himself as part of the preparation for decision making. Such a program at the elementary level is designed to lay the ground work for later occupational planning by the student as part of a comprehensive occupational education program. Grades K-6. Public Law 90-576.

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) INSTRUCTION eas	STATE Resource	Category PRIMARY TOPIC Subtopics
de Development Grade Kit K-6: esigned to investigate that development at the elementary alled occupational attitudes of work, career development nformation. This is a gram of attitude development adding to the curricula of hool, will and can be imple- existing framework of the pational attitude program is a series of concepts with ies and materials designed e student's understanding of ns, (2) provide occupational explore the world of work, e student in finding out part of the preparation for Such a program at the is designed to lay the ater occupational planning part of a comprehensive ation program. Grades K-6. .	WYOMING Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department	Achievement VOCATIONAL EDUCATION career education innovative programs

D. CURRICULUM AND INSTRUCTION
Diagnostic-Prescriptive Education

STATE
Resourc

Student Analysis System -- The system is designed to predict the probability of an elementary student dropping out of school before completing the twelfth (12th) grade. The significant characteristics of third and fourth graders, including age, sex, achievement, and socio-economic variables, are compared with similar characteristics of high school graduates and school dropouts. The degree of similarity is, therefore, the basis for a probability co-efficient determined for each student. A student with a co-efficient larger than 50 percent (.500) is considered a potential dropout. The value of the system lies: (1) in early identification of potential dropouts, (2) in the isolation of correlates of dropout characteristics at the local district level, and (3) in the opportunity to develop pupil retention programs with benefits for all students. Grades 3-12. State and federal support.

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Pupil Retention Programs -- A special legislative project concerning the establishment of Pupil Retention Programs has been proposed by the Legislative Study Committee on Public Education. The project proposes to encourage local education agencies and boards of cooperative services in the development of enriched pupil retention programs at both the elementary and secondary levels. In order to assure that local programs will focus on the preventive aspects of the problem and the utilization of the Student Analysis System, expenditures of project funds are largely limited to the retention effort, rather than reclaiming the actual school dropout.

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N ducation	STATE Resource	Category PRIMARY TOPIC Subtopics
system is designed an elementary before completing significant ourth graders, it, and compared with h school The degree he basis for termined for a co-efficient is considered ue of the system ation of e isolation of eristics at the in the retention l students. al support.	COLORADO Dr. Fred E. Holmes, Director Youth-Cummunity Relations State Department	Achievement DIAGNOSTIC-PRESCRIPTIVE EDUCATION dropouts
special legislative ishment of Pupil roposed by the n Public Education. rage local of cooperative f enriched pupil e elementary and o assure that the preventive e utilization m, expenditures limited to the reclaiming the	COLORADO Dr. Fred E. Holmes Director Youth-Community Relations	Proposal DIAGNOSTIC-PRESCRIPTIVE EDUCATION

D. CURRICULUM AND INSTRUCTION Diagnostic-Prescriptive Education	STATE Resource
Project: A Diagnostic and Educational Center for Learning Problems. Grades 1-2. Title III, ESEA.	IOWA State Department
Project: Formulating and Testing Diagnostic Procedures Need for Individualized Instruction. Grades K-8. Title III, ESEA	IOWA State Department
Pupil Appraisal -- Teams of school principals, counselors, consultants, and classroom teachers work together to evaluate the child's physiological, psychological, and sociological well being at North East Independent School District in San Antonio. Originally formed under a three-year Title III grant in 1967, the center is now supported by local funds in combination with a grant from Santa Rosa Hospital and the Texas Criminal Justice Council. Each child is diagnosed under criteria set up by the new State Plan for Special Education: medical, psychological, social, reading skill, and language disorders. A separate building of 19 rooms away from the regular school classrooms is used. Federal, local, and state support.	TEXAS Ivan W. Fitzwate Superintendent North East ISD 10214 Sommers Dri San Antonio, Texa
Mental Health in Public Schools: To study the need for training counselors and teachers to recognize and deal with mental health problems in the public schools.	UTAH Lewis Lloyd Director Utah Legislative

cation	STATE Resource	Category PRIMARY TOPIC Subtopics
ational Grades 1-2.	IOWA State Department	Achievement DIAGNOSTIC-PRESCRIPTIVE EDUCATION
ng Diagnostic zed Instruction.	IOWA State Department	Achievement DIAGNOSTIC-PRESCRIPTIVE EDUCATION individualized instruction
ool principals, assroom teachers hild's nd sociological ndent School nally formed rant in 1967, local funds om Santa Rosa l Justice sed under te Plan for sychological, guage disorders. s away from the sed. Federal,	TEXAS Ivan W. Fitzwater Superintendent North East ISD 10214 Sommers Drive San Antonio, Texas 78217	Achievement DIAGNOSTIC-PRESCRIPTIVE EDUCATION special education
s: To study the nd teachers to health problems	UTAH Lewis Lloyd Director Utah Legislative Council	Council DIAGNOSTIC-PRESCRIPTIVE EDUCATION mental health

D. CURRICULUM AND INSTRUCTION Individualized Instruction	STATE Resource
Project Individually Prescribed Instruction. (IPI) Intermediate Level. Title III, ESEA.	IOWA State Dep
The establishment of an open innovative school providing flexible individualized learning experiences in an environment that includes cross-age grouping; racial, economic, and cultural integration of students; and extensive use of community resource people and volunteers. Grades K-12. Title III ESEA, Hill Foundation, state and local support.	MINNESOTA Dr. Wayne Principal St. Paul 1885 Univ St. Paul,
An entire school program designed to promote higher levels of learning in students by encouraging and stimulating the development multiple talents through individualized creativity reports excellent results after three years in the program. Grades K-6. Title III, ESEA, state and local support.	UTAH Gilbert Principa Project Bella Vis 2131 Eas Salt Lak

	STATE Resource	Category PRIMARY TOPIC Subtopics
struction. I, ESEA.	IOWA State Department	Achievement INDIVIDUALIZED INSTRUCTION prescriptive education
ative alized ment racial, of students; ource 2. Title nd local	MINNESOTA Dr. Wayne Jennings Principal St. Paul Open School 1885 University Avenue St. Paul, Minnesota 55104	Achievement INDIVIDUALIZED INSTRUCTION innovative programs
to promote nts by evelopment lized ts after s K-6. support.	UTAH Gilbert Stevenson Principal Project IMPLODE Bella Vista Elementary School 2131 East 70th South Salt Lake City, Utah 84121	Achievement INDIVIDUALIZED INSTRUCTION

D. CURRICULUM AND INSTRUCTION
Individualized Instruction

STATE
Resourc

U-SAIL, Utah's System Approach to Individualized Learning, is a Title III project involving eight school districts in Utah. The basic system is developing an individualized instructional program K-12 with four subsystems:

Subsystem A: An administrator inservice professional development program
Subsystem B: An inservice staff development program
Subsystem C: A system to develop teacher management and self-instructional packages
Subsystem D: An instructional management information system

The goal of the project is to bring children, administrators, teachers, programs, and materials together in an educational involvement that will optimize development of human living skills. Grades K-12. Title III, ESEA, state and local support.

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An open school featuring non-graded personalized instruction based on a teacher-student information retrieval system as a basis for continuous progress learning. The program includes a new staff utilization model with an instructional cabinet composed of division leaders and learning experience designers with a student critique group. Grades 7-9. Title III, ESEA, state and local support.

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TION tion	STATE Resource	Category PRIMARY TOPIC Subtopics
ach to Individualized roject involving eight The basic system is ed instructional systems: nistrator inservice ional development rvice staff development n to develop teacher ent and self-instructional s ructional management tion system to bring children, programs, and materials involvement that will man living skills. SEA, state and local	UTAH Mrs. Carma Hales, Director Project Center 1421 South 2200 East Salt Lake City, Utah 84108	Achievement INDIVIDUALIZED INSTRUCTION inservice training management information
on-graded ased on a n retrieval inuous progress ludes a new staff instructional on leaders signers with a rades 7-9. local support.	UTAH Dr. Cliff LeFevre Principal San Ridge Junior High School 2075 West 4600 South Roy, Utah 84404	Achievement INDIVIDUALIZED INSTRUCTION

D. CURRICULUM AND INSTRUCTION Individualized Instruction	STATE Resource
Individualizing learning through "media" has as its objective to enable rural area teachers to more nearly meet the intellectual needs of the individual learner through development of an instructional program making maximum use of instructional media in large, small and individualized learning situations. (Vans carry equipment as needed to rural schools). Grades 4-6. Title III, ESEA.	WISCONSIN Mr. Roland CESA 11 La Crosse C La Crosse,
Developing Learning Activity Packages for Continous Progress/Individualized Instruction: Learning Activity Packages (LAPs) are one kind of vehicle in an instructional management system designed to allow for continuous progress--individualized instruction. Through the use of LAPs, students may choose from a variety of learning activities those which they believe are most appropriate for their own unique learning styles. In addition, because they move through the activities at different rates, students may make continual progress in educational growth without gaps of unlearned material, and/or without unnecessary overlaps in their programs. Grades K-14. Federal funding.	WYOMING Mr. Paul Si Comprehensi Curriculum State Depar

TION tion	STATE Resource	Category PRIMARY TOPIC Subtopics
hrough "media" has rural area teachers ntellectual needs of rough development of aking maximum use large, small and tuations. (Vans to rural schools). EA.	WISCONSIN Mr. Roland Solberg CESA 11 La Crosse County Courthouse La Crosse, Wisconsin 54601	Achievement INDIVIDUALIZED INSTRUCTION media
ty Packages for ualized Instruction: (LAPs) are one kind onal management or continuous progress-- . Through the use of from a variety of which they believe are own unique learning use they move through t rates, students s in educational earned material, overlaps in their ederal funding.	WYOMING Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department	Achievement INDIVIDUALIZED INSTRUCTION continuous progress curriculum learning activity packets

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resourc
Instructional Use of the Computer. High School level. Local support.	CONNECT Miss An South W South W
Project: Implementation of PLAN (individual instruction using computer). Grades 1-5. Title III, ESEA.	IOWA State D
Drop-out Returnee Project. Senior high school level. Federal and local support.	MARYLAN Richard Baltimo Scho
Dropout Prevention: The Utah legislature provided $225,000 for experimental programs designed to increase the school's holding power on potential school dropouts. The focus of the program is a new area of services to meet the specialized need of these students.	UTAH SB 173
"Youth Tutoring Youth" program was established at Tomah Public Schools. Twenty-one school students identified as potential school dropouts were selected under the Office of Economic Opportunity Poverty Guidelines to serve as tutors for 42 boys and girls who needed extra help in the first six grades. HIgh school level. ESEA, Title I, National Youth Corp.	WISCONS Ms. Gai Title I State D

ND INSTRUCTION ractices	STATE Resource	Category PRIMARY TOPIC Subtopics
se of the Computer. High ocal support.	CONNECTICUT Miss Ann Duffy South Windsor High School South Windsor, Connecticut	Achievement COMPUTERIZED INSTRUCTION
nentation of PLAN truction using computer). tle III, ESEA.	IOWA State Department	Achievement COMPUTERIZED INSTRUCTION individualized instruction
ee Project. Senior high Federal and local support.	MARYLAND Richard Essers Baltimore County Public Schools	Achievement DROPOUT PROGRAMS
ion: The Utah legislature 00 for experimental programs rease the school's holding ial school dropouts. The ogram is a new area of t the specialized need ts.	UTAH SB 173	Enacted Legislation DROPOUT PROGRAMS appropriations
Youth" program was established Schools. Twenty-one school ified as potential school selected under the Office of unity Poverty Guidelines to for 42 boys and girls who lp in the first six grades. vel. ESEA, Title I, National	WISCONSIN Ms. Gail Krc Title I Office State Department	Achievement DROPOUT PROGRAMS

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Operation PASCAL: PASCAL is a five-year, two district, multi-community, five-component effort to develop a model school program which will substantially reduce the incidence of dropouts. In addition, it will contact, through its personnel, previous dropouts who will hopefully re-enter the secondary programs. Management, Cultures, Learning Difficulties, Occupational Life Training, and Integrative Support programs comprise the five Components. Each of these components is developed in complete detail in order that the respective Task Force Leaders can place the program into immediate operation at any given time. Grades 1-12. Public Law 90-247, Title VIII.	WYOMING Dr. Roy St Director, 121 North Riverton,
Programs for Children. Legislative Council is performing a study and analysis of child support, training, educational and health programs in Utah.	UTAH Lewis Llo Utah Legi
Development of innovative educational programs.	CONNECTIC PA 430
Continuous Progress Secondary Program, Concord High School, Alfred I. duPont District. Grades 9-12. State and local support.	DELAWARE Dr. Willi Concord H 2501 Ebri Wilmingto
Non-graded School. Elementary level. Title III, ESEA and local support.	IDAHO Dr. Darre Superinte Snake Riv Blackfoot

	STATE Resource	Category PRIMARY TOPIC Subtopics
ive-year, two -component effort m which will ce of dropouts. rough its will hopefully Management, Occupational upport programs ach of these ete detail in orce Leaders iate operation Public Law	WYOMING Dr. Roy Strawser Director, PASCAL Project 121 North 5th West Riverton, Wyoming 82501	Achievement DROPOUT PROGRAMS
ive Council is of child support, programs in	UTAH Lewis Lloyd, Director Utah Legislative Council	Council EVALUATION study
ional programs.	CONNECTICUT PA 430	Enacted Legislation GENERAL
ogram, Concord istrict. Grades	DELAWARE Dr. William J. Bailey Concord High School 2501 Ebright Road Wilmington, Delaware	Achievement GENERAL
evel. Title	IDAHO Dr. Darrell K. Loosle Superintendent Snake River District Blackfoot, Idaho 83221	Achievement GENERAL non-graded school

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Unitized Elementary Program. Elementary level. Local support.	IOWA Superintende 102 East Sta Mason City,
School Within a School. Middle school level. Formerly Title III, ESEA support now local support.	IOWA Superintende Box 128 Keokuk, Iowa
S.A.D. #3 -- 4-day week: Maine S.A.D. #3, with State Board approval, is now implementing an experimental four-day school week in an effort to provide a significant amount of time for the inservice training of teachers in preparation for individualizing their instructional program. The four-day school week affects all of the students, K-12, from the eleven towns of the school district. The students will be involved in the four-day week from September through Christmas until March and every fourth week thereafter until June. Each day in school will be extended by 35 minutes of instructional time. Friday of each week will be reserved for inservice training of teachers. The idea is to focus the resources of the school district on improving their educational program. The inservice education program is being funded through a Title III, ESEA proposal to "Strengthen Individualized Learning and Responsibility Development". The proposal establishes twenty pilot classrooms at all levels in which teachers receive specialized training prior to the beginning of school. However, the inservice program on the fifth day of the week involves the participation of all S.A.D. #3 teachers and administrators. Grades K-12. State and local support.	MAINE Albert Brews Superintende Unity, Maine or Dr. Horace M State Depart

	STATE Resource	Category PRIMARY TOPIC Subtopics
mentary	IOWA Superintendent R. Bickert 102 East State Mason City, Iowa 50401	Achievement GENERAL unitized programs
chool level. now local	IOWA Superintendent Robert Leland Box 128 Keokuk, Iowa 52632	Achievement GENERAL middle school
S.A.D. #3, with lementing an ex- n an effort to ime for the in- preparation for al program. The of the students, he school district. the four-day week until March and il June. Each day minutes of in- h week will be re- teachers. The f the school dis- onal program. The being funded through Strengthen Individ- ity Development". pilot classrooms receive special- nning of school. on the fifth day ipation of all rators. Grades	MAINE Albert Brewster Superintendent Unity, Maine or Dr. Horace Maxcy, Jr. State Department	Achievement GENERAL four-day week inservice training individualized instruction

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Through State Department of Education leadership, the local school systems were encouraged to write curriculum objectives in performance language. Trained 100 Maryland administrators to write program objectives in performance language. Areas of science, math, and the arts and humanities. Grades K-12. Federal and state support.	MARYLAND Dr. James La Dr. Thomas R Dr. James Fi Curriculum C
A number of new developments are currently taking place in the area of curriculum. Among the most significant are: (1) completion of a bulletin entitled New Perspectives in Intergroup Education which sets forth guidelines to assist local boards of education in developing programs on ethnic and cultural minorities K-12; to be distributed to all 25 local school systems, piloted during 1971-72, and revised for final publication in the fall of 1972; (2) work of a committee on the formulation of criteria for use by local boards of education in evaluating and selecting instructional materials for schools which will insure that proper recognition is given to ethnic and cultural minorities; (3) distribution of the first State comprehensive health education curriculum K-12 to all 24 local school systems for piloting and evaluation during 1971-72, and revision in the summer of 1972 prior to final publication; (4) inclusion of material in the health education curriculum for implementing a program of drug education in the public schools by instructors trained in the field of drug education; (5) dissemination to all the 24 local school (continued)	MARYLAND Louella Wood State Depart

	STATE Resource	Category PRIMARY TOPIC Subtopics
ion leadership, uraged to write ce language. s to write language. ts and hu- nd state support.	MARYLAND Dr. James Latham Dr. Thomas Rowan Dr. James Fisher Curriculum Consultants	Achievement GENERAL behavioral objectives arts and humanities mathematics
urrently taking Among the ion of a in Intergroup nes to assist oping programs K-12; to be systems, d for final 2) work of criteria for n evaluating als for schools gnition is ities; (3) mprehensive o all 24 and evaluation e summer of (4) inclu- cation gram of drug instructors tion; (5) school	MARYLAND Louella Woodward State Department	Achievment GENERAL drug education health education environmental education individualized instruction intergroup education

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
(continued)	
systems of drug abuse counseling guidelines for educators; to be implemented and evaluated during 1971-72; (6) development of guidelines for the initiation of comprehensive State environmental education program in all elementary and secondary public schools; guidelines include twelve recommendations which identify the actions to be taken in implementing the program; (7) trend in a number of local school systems toward more individualized instruction on both the elementary and secondary levels; (8) trend toward the offering of a number of mini-courses ranging from a period of one week to a full semester as a means of providing more relevant curriculum to meet student needs and requests.	MARYLAND
The St. Cloud Center for Pregnant Girls. A comprehensive area learning center for school-age pregnant girls. Non-residential and not located in a school building, these centers attempt to serve the total educational, health and welfare needs of school-age pregnant girls, married and unmarried. Grades 7-12. Federal, state and local support.	MINNESOTA Lydell Tayl Director State Cloud 13th Avenue St. Cloud,
"Activity Centered Classroom". Elementary level. Title I support.	NEW HAMPSHI Mary Trider Division of State Depar

	STATE Resource	Category PRIMARY TOPIC Subtopics
idelines evaluated uidelines State ll ools; tions en nd toward oth the) trend ini- week to ding dent needs	MARYLAND	Achievement
irls. r for idential g, these educational, age ed. cal support.	MINNESOTA Lydell Taylor Director State Cloud Public Schools 13th Avenue & 7th Street South St. Cloud, Minnesota 56301	Achievement GENERAL dropout pregnant girls
mentary	NEW HAMPSHIRE Mary Trider Division of Instruction State Department	Achievement GENERAL

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Approval of new program for comprehensive high school in Metropolitan Nashville-Davidson County, Tennessee. Grades 10-12. State and local support.	TENNESSEE Dr. Elbert Bro Metropolitan N Davidson Co Nashville, Ten
Released Time for Enrichment -- Lockhart Junior High School is offering enrichment time incentives to some 675 sixth, seventh, and eighth graders who complete more than the minimum required work in a given period of time. The math incentive program now in its third year, enables students to work at their own pace, pass periodic tests to determine progress, and seek the help of teachers when they need it. In this way, many students complete junior high math ahead of the usual schedule and then move into senior high algebra and geometry while still attending junior high classes in other subjects. The enrichment program in English, which got underway in September, 1970, offers a different type of incentive. Each Wednesday, students who have completed the required work in grammar and reading may spend two-45 minute periods in activities ranging from editing the school newspaper to acting in a one-act play. Other enrichment activities include interpretive reading, talent contests, speed reading, word games, debate, and art. Junior high school level. Local support.	TEXAS Luther E. Hart Superintendent Lockhart ISD Box 120 Lockhart, Texa

	STATE Resource	Category PRIMARY TOPIC Subtopics
sive high dson ate and	TENNESSEE Dr. Elbert Brooks, Director Metropolitan Nashville- Davidson County Schools Nashville, Tennessee 37204	Achievement GENERAL comprehensive high school
art ment time , and the od of in ork at o of way, th move while n other English, , offers Wednesday, ired work -45 min- m editing ne-act nclude , speed Junior	TEXAS Luther E. Hartmen Superintendent Lockhart ISD Box 120 Lockhart, Texas 78644	Achievement GENERAL enrichment English mathematics

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Mini-Courses -- The Robert E. Lee High School mini-courses are a kind of intellectual rejuvenation break in the middle of the school year, allowing Tyler students and teachers alike to focus their attention on topics which interest them the most. Teachers list their "dream courses" to be taught during a three week period and students sign up for them strictly on an interest basis, ignoring the usual prerequisites and grade point requirements. Sophomores and seniors, high average scholars and barely passing students may sit side by side in the mini-courses. Interest is the intellectual key and flexible scheduling the administrative passport to the mini-course program. High school level, grades 9-12. Local support.	TEXAS Jim Plyle Superinte Tyler ISD Box 237 Tyler, Te
A Model for A Human Resources Program for use in an open space, team organized, innovative high school in Columbia, Maryland; emphasizing counselor role differentiation, counselor involvement in curriculum, and extension of guidance functions into the total school program. Grades 9-12. State support.	MARYLAND Dr. John S Consultant State Depa

TRUCTION es	STATE Resource	Category PRIMARY TOPIC Subtopics
oert E. Lee High School i of intellectual the middle of the Tyler students and s their attention st them the most. ream courses" to be week period and hem strictly on an ng the usual pre- oint requirements. , high average ssing students may e mini-courses. ectual key and e administrative ourse program. des 9-12. Local	TEXAS Jim Plyler Superintendent Tyler ISD Box 237 Tyler, Texas 75701	Achievement GENERAL mini-courses flexible scheduling
sources Program for team organized, in Columbia, Maryland; role differentiation, in curriculum, and functions into the Grades 9-12. State	MARYLAND Dr. John S. Jeffreys Consultant in Guidance State Department	Achievement GUIDANCE AND COUNSELING

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Annapolis Guidance Project: The development of guidance services in direct relation to assessed local school and community needs; yielding a model of guidance services which extend beyond counselors, to involve teacher-advisors, paraprofessionals, peer counselors, graduate students, and a variety of student group activities. Grades 10-12. State, local and University of Maryland support.	MARYLAND Dr. John S. Jeffr Consultant in Gui State Department
Group Techniques in Guidance and Counseling: A series of training activities aimed at providing basic understanding of group process and laboratory experiences directly with students, as well as advanced practice, for counselors and other pupil services practitioners, administrators and teachers. All grades. State and federal support.	MARYLAND Dr. John S. Jeffr Consultant in Gui State Department
Group Guidance and Differentiated Staffing Project. Grades 7-12. Federal and local support.	MARYLAND James E. McLeaf St. Mary's Count of Education

STATE Resource	Category PRIMARY TOPIC Subtopics
MARYLAND Dr. John S. Jeffreys Consultant in Guidance State Department	Achievement GUIDANCE AND COUNSELING
MARYLAND Dr. John S. Jeffreys Consultant in Guidance State Department	Achievement GUIDANCE AND COUNSELING
MARYLAND James E. McLeaf St. Mary's County Board of Education	Achievement GUIDANCE AND COUNSELING differentiated staffing

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Area Guidance Consultant -- A three-year project designed to employ one area guidance consultant with secretary and mini-grant funds, for improvement of the guidance programs for grades K-12 in every Suffolk County public and non-public school district. A representative of the Advisory Council will supervise his activities, which will involve work with professional associations, program evaluation, interpretation of guidance services to the community and stimulation of innovative guidance programs and procedures. Grades K-12. ESEA, Title III, Guidance, counseling, and testing, $55,629.	NEW YORK Dr. Alfred Sti Area Consultan Suffolk County 201 Sunrise Hi Patchogue, New
Privileged communications between student and guidance counselors. Proposed by Breazeale, St. Regis.	SOUTH CAROLINA House Bill 103

	STATE Resource	Category PRIMARY TOPIC Subtopics
ee-year ea guidance i-grant funds, rograms for ty public uncil will ill involve ns, program dance services of innovative Grades K-12. ling, and	NEW YORK Dr. Alfred Stiller Area Consultant Suffolk County BOCES #2 201 Sunrise Highway Patchogue, New York 11772	Achievement GUIDANCE AND COUNSELING
student d by	SOUTH CAROLINA House Bill 1039	Proposed Legislation GUIDANCE AND COUNSELING

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Learning about Learning -- The overall learning about learning curriculum project now being developed is a transportable package of written and visual materials beamed toward the nine to eleven year old child. Its working base was formed during the three-year Unlimited Potential Project funded by Title III of the Elementary and Secondary Education Act. The curriculum is divided into five areas: (1) help the child understand himself, his environment, and his relations with other people; (2) help him understand the learning process and how to use it; (3) help him to become a problem-solver; (4) bridge the gap between his understanding of how to solve a problem and academic work, and (5) help him to create the structures in life which enable a person to work with his mind. High school level. Federal, state and local support.	TEXAS Harold Hitt Superintendent San Antonio IS 141 Lavaca Str San Antonio, T
Guidance and counseling allotment of one counselor for each 20 CTU's. Proposed by the Texas Education Agency.	TEXAS Texas Educatio
Media Center-Model. High School level. Local support.	CONNECTICUT Principal Orchard Hill H North Haven, C
Project Film Now (film study). Senior high school level. Title III, ESEA.	IOWA State Departme

	STATE Resource	Category PRIMARY TOPIC Subtopics
ject s d ial mentary iculum the ent, and elp d how oblem- m able al	TEXAS Harold Hitt Superintendent San Antonio ISD 141 Lavaca Street San Antonio, Texas 78210	Achievement GUIDANCE AND COUNSELING learning skills
one d	TEXAS Texas Education Agency	Proposed Legislation GUIDANCE AND COUNSELING
l.	CONNECTICUT Principal Orchard Hill High School North Haven, Connecticut	Achievement MEDIA
r high	IOWA State Department	Achievement MEDIA film study

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Telecasts -- First instructional television scheduled for summer months (1971) for schools in Maryland. Grades K-12. State support.	MARYLAND Miss Angela M Director Division of I Televisio Maryland Cent Broadcasti Bonita Avenu Owings Mills,
Instructional Television -- The Department's expanding ITV services received an allocation of $4 million from the General Assembly for the biennium -- a substantial increase over the $2.2 million appropriated for the last two years.	OHIO House Bill 47
The Bureau of Teaching Materials has automated the educational motion picture film services. The system used the computer to book the films to public schools and state supported institutions. Management information including a film catalog and catalogs for each school division are available in the form of printouts from the computer file. Grades K-12. State support.	VIRGINIA Ralph H. Lewi Supervisor Bureau to Tea State Departm
Educational Television -- formerly a Service, has been given Divisional status with the view of strengthening usage on a statewide basis under Department leadership. Grades K-12. State and local support.	VIRGINIA Mrs. Mary Ann Director Educational T

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
onal television (1971) for K-12. State	MARYLAND Miss Angela McDermott Director Division of Instructional Television Maryland Center for Public Broadcasting Bonita Avenue Owings Mills, Maryland 21117	Achievement MEDIA television
The Department's ved an allocation al Assembly for l increase over d for the last	OHIO House Bill 475	Enacted Legislation MEDIA television
ials has automated re film services. to book the films supported insti- tion including for each school e form of print- Grades K-12.	VIRGINIA Ralph H. Lewis Supervisor Bureau to Teaching Materials State Department	Achievement MEDIA management information
ormerly a Service, atus with the on a statewide ership. Grades ort.	VIRGINIA Mrs. Mary Ann Franklin Director Educational Television	Achievement MEDIA

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Vocational Guidance TV Project (NEWIST). This vocational guidance TV project is producing and broadcasting 32 twenty minute instructional TV lessons. It is aimed at assisting students in their search for self-understanding in relationship to their future and acquainting them with more than 20 broad employeemnt clusters. High school level. Vocation Education, Part D, 1968.	WISCONSIN Mr. James Kis Director Post Office CESA #9 Green Bay, Wi
Visual Literacy Curriculum Center: Curriculum Center providing material and methods information for film study as an entity in itself and as an interdisciplinary tool. Teachers have been trained in camera and film (8mm, 16mm, TV, slides, slide-tape, still prints) techniques as well as teaching strategies making use of the above. Students will study psycho-sociological effects of film, creative and expressive aspects of film, and literacy corollaries of film. Grades K-12. Title III, ESEA.	WYOMING Mr. Andy Prat Director Carbon Count Center Post Office
OASIS -- Exemplary Open Access Middle School Program, Newark District. Grades 6-8. Federal, state and local support.	DELAWARE Mr. Hellmut Wilmer E. Shu 1500 Capitol Newark, Delaw
Continued development and expansion of the middle school concept. Grades 5-8. State support.	FLORIDA Dr. J. W. Cre State Departm

	STATE Resource	Category PRIMARY TOPIC Subtopics
(NEWIST). This is producing and instructional sisting students standing in nd acquainting mployemnt Vocation Educ-	WISCONSIN Mr. James Kissenger Director Post Office Box 711 CESA #9 Green Bay, Wisconsin 54305	Achievement MEDIA television
ter: Curriculum methods infor- tity in itself and Teachers have n (8mm, 16mm, prints) techniques making use of y psycho- creative and l literacy -12. Title	WYOMING Mr. Andy Prather Director Carbon County Instructional Center Post Office Box 367	Achievement MEDIA film study
Middle School les 6-8. rt.	DELAWARE Mr. Hellmut F. Bab Wilmer E. Shue Middle School 1500 Capitol Trail Newark, Delaware	Achievement MIDDLE SCHOOL, INTERMEDIATE UNIT
nsion of the 5-8. State	FLORIDA Dr. J. W. Crenshaw State Department	Achievement MIDDLE SCHOOL INTERMEDIATE UNIT

D. CURRICULUM AND INSTRUCTION Innovative Practices	STATE Resource
Enactment of Act 102 providing for the establishment of 20 intermediate units in the Commonwealth, to provide programs and services adopted by the intermediate unit as provided in the Act. Grades K-12. State, local and federal support.	PENNSYLVANIA Dr. Harry Gerl State Departmen
Del Mod System. Grades K-12. Private and state support.	DELAWARE Mrs. Charlotte Del Mod System Post Office Bo Dover, Delawar
Modular Flexible Scheduling. Senior high school level. Local support.	IOWA Robert Hoogeve Principal 1700 Fourth St Sheldon, Iowa
Model Open Education Program - Lore Elementary School, Wilmington. Primary level. State and local support.	DELAWARE James Stephens Lore Elementar 4th & Woodlawn Wilmington, De
Completely Open Elementary School planned and staffed to begin in January, 1972. Grades K-6. State and local support.	DELAWARE Milton K. Mark Cobb Lower Sch Chestnut Hill Newark, Delawa

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
ng for the iate units in programs and rmediate unit des K-12. port.	PENNSYLVANIA Dr. Harry Gerlach State Department	Enacted Legislation MIDDLE SCHOOL, INTERMEDIATE UNIT
. Private and	DELAWARE Mrs. Charlotte Purnell Del Mod System Post Office Box 192 Dover, Delaware	Achievement MODULAR SCHEDULING
Senior high .	IOWA Robert Hoogeveen Principal 1700 Fourth Street Sheldon, Iowa 51201	Achievement MODULAR SCHEDULING
- Lore n. Primary ort.	DELAWARE James Stephenson Lore Elementary School 4th & Woodlawn Avenue Wilmington, Delaware	Achievement OPEN SCHOOL
School planned uary, 1972. support.	DELAWARE Milton K. Markley Cobb Lower School Chestnut Hill Road Newark, Delaware	Achievement OPEN SCHOOL

D. CURRICULUM AND INSTRUCTION Intergroup Education	STATE Resource
New Perspectives in Intergroup Education: State Department personnel and selected teachers from local school systems worked cooperatively to develop guidelines and instructional activities for and interdisciplinary program in cultural and ethnic education. Grades K-12. State and federal support.	MARYLAND Mr. James A. Ad Specialist in S and Mrs. Velma Jone Advisory Specia Civil Rights State Departmen
Two elementary schools in the Minneapolis School system will be reorganized with all primary pupils attending one, and all upper elementary pupils attending the other. Each school will serve as a resource center for a racially integrated age group and will be staffed by additional diagnostic and remedial specialists. Grades 1-6. Title III, ESEA, state and local support.	MINNESOTA James P. Kenned Director Minneapolis Pub 807 Northeast B Minneapolis, Mi
Achievements in the area of providing equal educational opportunities for minority students in Minnesota include: (1) the adoption by the State Board of Education of a "Policy Statement on Educational Leadership Role for Department of Education and Board of Education in Providing Equal Edcuational Opportunity", (2) the adoption by the State Board of Education of "Guidelines Relating to Equality of Educational Opportunity and Desegregation, Intra-Cultural and Inter-Cultural Quality Education", and (3) the inclusion of a component concerning human relations training in all programs leading to certification in education. Grades K-12. Federal and state support.	MINNESOTA Archie Holmes, Equal Education Section State Departmen

	STATE Resource	Category PRIMARY TOPIC Subtopics
ducation: elected ns worked es and inter- and State	MARYLAND Mr. James A. Addy Specialist in Social Studies and Mrs. Velma Jones Advisory Specialist for Civil Rights State Department	Achievement INTERGROUP EDUCATION
nneapolis with all all upper ther. Each enter for nd will be and . Title t.	MINNESOTA James P. Kennedy Director Minneapolis Public Schools 807 Northeast Broadway Minneapolis, Minnesota 55413	Achievement INTERGROUP EDUCATION
iding equal ority 1) the ucation onal Education ng Equal adoption f "Guide- cational tra- ty of a ons to es K-12.	MINNESOTA Archie Holmes, Director Equal Educational Opportunities Section State Department	Achievement INTERGROUP EDUCATION

D. CURRICULUM AND INSTRUCTION
Intergroup Education

STATE
Resource

Project Catalyst -- Project Catalyst, a Title IV Civil Rights Program, links Region XII Education Service Center at Waco and 24 of its school districts into a unified effort to solve problems arising from desegregation of the public schools. Some 102 teachers and administrators from school districts having at least 15 percent Negro students participated during the first year, a figure whcih increased to 270 in June, 1970. Teachers, all levels. Title IV.

TEXAS
Mack Mullins
Executive Director,
Region XII
Education Service C
Box 6428, BU Statio
Waco, Texas 76706

RUCTION n	STATE Resource	Category PRIMARY TOPIC Subtopics
ject Catalyst, a Title , links Region XII r at Waco and 24 of to a unified effort ng from desegregation Some 102 teachers school districts ent Negro students first year, a to 270 in June, 1970. Title IV.	TEXAS Mack Mullins Executive Director, Region XII Education Service Center Box 6428, BU Station Waco, Texas 76706	Achievement INTERGROUP EDUCATION

D. CURRICULUM AND INSTRUCTION Performance Contracting	STATE Resource
Performance Contracting.	HAWAII Ichiro Fukum Administrato Planning Sec Post Office Honolulu, Ha
A series of laws to promote cooperative programs by two or more local school corporations for special education and other programs.	INDIANA PL 318 PL 319 PL 261 Acts of 1971
Performance Contracting -- Moneys for experimentation and demonstration programs in public schools.	MINNESOTA Act No. 134, Public Acts
Guaranteed Performance Contracting -- Under the leadership of the State Department of Education, seven local school divisions in Virginia implemented a reading program utilizing the concept of performance contracting. Instruction, evaluation, and management support were contracted to outside agencies. The first year's results were inconclusive, but the project is being continued a second year under local auspices.	VIRGINIA Dr. Robert V Special Assi Federal F State Depart

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
	HAWAII Ichiro Fukumoto Administrator Planning Section Post Office Box 2360 Honolulu, Hawaii 96804	Proposed Legislation PERFORMANCE CONTRACTING
cooperative al school ucation and	INDIANA PL 318 PL 319 PL 261 Acts of 1971	Enacted Legislation PERFORMANCE CONTRACTING special education school corporations
Moneys for exper- n programs in	MINNESOTA Act No. 134, Public Acts of 1971.	Enacted Legislation PERFORMANCE CONTRACTING finance
racting -- Under Department of ol divisions in ing program rformance evaluation, contracted to t year's but the project year under	VIRGINIA Dr. Robert V. Turner Special Assistant for Federal Programs State Department	Achievement PERFORMANCE CONTRACTING reading

D. CURRICULUM AND INSTRUCTION Staffing	STATE Resource
Reorganization of staffing patterns. Grades K-12. State support.	ALABAMA J. C. Blair State Departmen
Completion of theory and practice text on differentiated staffing. (Available -- Spring 1972.) Grades K-12. Private support. (Written on leave to Yale University from Florida Department of Education).	FLORIDA Rodney P. Smith State Departmen
Differentiated Staffing, Mason City, Iowa. Elementary level. Local support.	IOWA Superintendent 102 East State Mason City, Iow
The reorganization of an elementary school in a rural area utilizing the concepts of differentiated staffing, involvement of the staff in the total educational process of the school district, and a continuous progress curriculum. Grades K-6. Title III ESEA, Hill Foundation, State and local support.	MINNESOTA Richard T. Hegr Director Staples Elementa Staples, Minneso
Differentiated Staffing -- During 1971, New Jersey secured Federal funds for the development of differentiated staffing programs in local school districts. Currently, the program is operable in 20 districts which have expressed interest in improving individual teacher performance through better staff utilization. Grades K-12. Federal and state support.	NEW JERSEY Dr. Carl Swanso State Departmen

RUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
ing patterns. Grades	ALABAMA J. C. Blair State Department	Achievement STAFFING
d practice text on . (Available -- -12. Private eave to Yale Department of	FLORIDA Rodney P. Smith State Department	Achievement STAFFING differentiated staffing
, Mason City, Iowa. l support.	IOWA Superintendent R. Bickert 102 East State Mason City, Iowa 50401	Achievement STAFFING differentiated staffing
n elementary school ng the concepts of , involvement of the ational process of the continuous progress . Title III ESEA, and local support.	MINNESOTA Richard T. Hegre Director Staples Elementary School Staples, Minnesota 56479	Achievement STAFFING differentiated
-- During 1971, New funds for the tiated staffing programs ts. Currently, the 20 districts which have mproving individual ough better staff 12. Federal and	NEW JERSEY Dr. Carl Swanson State Department	Achievement STAFFING differentiated

D. CURRICULUM AND INSTRUCTION Staffing	STATE Resource
Cooperative sharing of staff by small high schools to provide greater variety of course offerings and enrich curriculum for rural high schools. Grades 9-12. State and local support.	NEW MEXICO Gordon King, of School Hagerman, Ne

	STATE Resource	Category PRIMARY TOPIC Subtopics
small high ety of course for rural ate and local	NEW MEXICO Gordon King, Superintendent of Schools Hagerman, New Mexico	Achievement STAFFING

D. CURRICULUM AND INSTRUCTION Textbooks, Materials	STATE Resource
To make an appropriation for the purpose of purchasing free textbooks for fiscal year ending September 30, 1971.	ALABAMA House Bil Act No. 1
Textbook Allocation Flexibility: Amends Florida Statutes to permit district school boards to use up to ten percent of state textbook allocation for instructional materials that are not on state-adopted list.	FLORIDA Chapter 7 Laws of F
Resolution to amend New Mexico constitution by repealing article 20, Section 17, requiring a uniform system of textbooks.	NEW MEXIC Joint Res
Liberalizing Instructional Resources Availability.	TEXAS Texas Educ

RUCTION s	STATE Resource	Category PRIMARY TOPIC Subtopics
n for the purpose of ks for fiscal year 71.	ALABAMA House Bill No. 190 Act No. 190	Enacted Legislation TEXTBOOKS, MATERIALS appropriation
xibility: Amends mit district school percent of state instructional on state-adopted	FLORIDA Chapter 71-62 Laws of Florida	Enacted Legislation TEXTBOOKS, MATERIALS
Mexico constitution , Section 17, requiring tbooks.	NEW MEXICO Joint Resolution	Enacted Legislation TEXTBOOKS, MATERIALS
nal Resources	TEXAS Texas Education Agency	Proposed Legislation TEXTBOOKS, MATERIALS

Incentive Program for Year-round Schools: Alaska House Bill No. 467, sponsored by Representatives Mike Miller, Juneau; Mike Bradner, Fairbanks; and Helen Fischer, Anchorage; encourages the development of year-round school programs. It will be considered during the legislative session. Introduced during the 1971 legislative session, the bill is purely permissive, allowing school districts to study and plan and possibly adopt a rescheduled school year on a voluntary basis. The bill would provide districts wishing to study the concept an amount equal to one percent of their foundation support allocation or $25,000, whichever is less, to be used for a program feasibility study or planning, or both. The bill further provides an additional ten percent of the district's foundation support allocation for each of the first three years during which a continuous year-round school program is operational, and five percent for each year thereafter.

ALASKA
Representative M
Box 1494
Juneau, Alaska
Representative M
915 Kellum Stree
Fairbanks, Alask
Representative H
2023 Wildwood La
Anchorage, Alask

	STATE Resource	Category PRIMARY TOPIC Subtopics
Schools: ored by eau; en Fischer, pment of will be e session. lative issive, dy and plan school bill would dy the ercent cation or e used for lanning, ides an istrict's or each which program t for	ALASKA Representative Mike Miller Box 1494 Juneau, Alaska 99801 Representative Mike Bradner 915 Kellum Street Fairbanks, Alaska 99701 Representative Helen Fischer 2023 Wildwood Lane Anchorage, Alaska 99503	Proposed Legislation YEAR-ROUND SCHOOL extended school year

D. CURRICULUM AND INSTRUCTION
Year-round School

	STATE Resource
Extended School Year: Programs may be established including but not limited to trimester or quadrimester programs or staggered attendance designs, so as to provide year-round utilization of school plants while maintaining a minimum attendance of 180 days per fiscal year for each pupil and further providing that such programs may be mandatory or optional for such purposes as continuing, accelerating, supplementing, enriching, and extending any existing or future programs, and further providing that no pupil shall be denied participation in interscholastic activities because of his selection or assignment to a particular school term. Such rules shall also provide that all proposed programs that are to be supported by funds of the State of Delaware shall have prior approval by the State Board of Education and that each proposal shall describe a method for evaluation of the services of the program. Proposed by the State Board of Education and the State Superintendent.	DELAWARE State Department
Development of the quinmester program as the answer to year-round school. Grades K-12. State support.	FLORIDA Dr. J. W. Crensha State Department

CTION	STATE Resource	Category PRIMARY TOPIC Subtopics
rograms may be not limited to programs or gns, so as to ation of school a minimum r fiscal year r providing mandatory or s as continuing, ng, enriching, g or future viding that no ticipation in s because of his o a particular shall also programs that nds of the State ior approval by ion and that each method for s of the program. rd of Education ent.	DELAWARE State Department	Proposed Legislation YEAR-ROUND SCHOOL extended school year
ster program nd school. rt.	FLORIDA Dr. J. W. Crenshaw State Department	Achievement YEAR-ROUND SCHOOL extended school year

D. CURRICULUM AND INSTRUCTION Year-round School	STATE Resource
Year-Round School: Act amends statutes to grant district school boards authority to operate a 12-month program on a quinmester plan (present statute refers only to a quarter system of operation); act also amends statutes to require school plant surveys at least every five years, rather than every ten years.	FLORIDA Chapter 71-272 Laws of Florid
Special Legislative Projects and Proposals: Full-Year School Incentive Bill -- The purpose of this proposal is to encourage interested school districts to study the feasibility of implementing a full-year school plan. The present proposal is aimed specifically at, but not limited to, 20 school districts which are currently experiencing severe financial crisis. The proposal also provides transition funds for school districts which decide to initiate a full-year program. No single plan of full-year school is suggested under this proposal because of the varying situations found in different school districts. Reasons for investigating the feasibility of full-year school include the rising cost of education, overcrowding of classrooms, mobility of the population, accumulation of new knowledge, problems encountered in urban education, and the reluctance of taxpayers to vote more money for education. Proposed by the Office of the Superintendent of Public Instruction.	ILLINOIS Miss Jean Flyn Governmental R Room 302 State Office B Springfield, I

	STATE Resource	Category PRIMARY TOPIC Subtopics
atutes uthority a quin- rs only ; act chool years,	FLORIDA Chapter 71-272 Laws of Florida	Enacted Legislation YEAR-ROUND SCHOOL extended school year
Proposals: - The purpose interested sibility of lan. The cally districts severe lso ool te a full- full-year roposal s found easons y of full- ost of rooms, mulation ntered in nce of education. perintendent	ILLINOIS Miss Jean Flynn Governmental Relations, OSPI Room 302 State Office Building Springfield, Illinois 62706	Proposed Legislation YEAR-ROUND SCHOOL extended school year finance

D. CURRICULUM AND INSTRUCTION Year-round School	STATE Resource
Outstanding Educational Achievements and Practices since July 1970: "45-15 Continuous School Year Plan" -- This program was initiated in June 1970 by the Valley View Elementary District. Under the plan, every pupil (K-8) attends school for 45 consecutive days and then goes on vacation for 15 days. This schedule is maintained for the entire year so that the student completes the required 180 class days. This is not a statewide program. There is, however, a proposal currently under consideration which would authorize school districts interested in such programs to study their feasibility. Grades K-8. Local support.	ILLINOIS James D. Bingle President Valley View Board o Valley View, Illino
Planning Grant: Year Round School. Grades K-12. Title III ESEA.	IOWA State Department
An elementary in a rural area began a 12-month use of facilities and year-round schooling using a 45-15 day school schedule. Curriculum revision and evaluation procedures are integral parts of the program. Grades 1-6. Title III, ESEA, state and local support.	MINNESOTA Pius Lacher, Superi Mora Public Schools Mora, Minnesota
Extended School Year -- Last year the Department of Education began developmental work on a variety of extended school year models. The Department hopes to secure funds from the Legislature this year to provide ESY planning grants to selected local districts. Grades K-12. State support.	NEW JERSEY Mr. Bruce Campbell State Department

TRUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
l Achievements and 970: "45-15 Plan" -- This program 1970 by the Valley ct. Under the plan, nds school for 45 hen goes on vacation edule is maintained that the student 180 class days. e program. There is, rrently under uld authorize school n such programs to y. Grades K-8.	ILLINOIS James D. Bingle President Valley View Board of Education Valley View, Illinois	Achievement YEAR-ROUND SCHOOL extended school year 45-15 plan
Round School. Grades .	IOWA State Department	Achievement YEAR-ROUND SCHOOL extended school year
ral area began a 12- s and year-round 5 day school schedule. d evaluation procedures the program. Grades , state and local support.	MINNESOTA Pius Lacher, Superintendent Mora Public Schools Mora, Minnesota	Achievement YEAR-ROUND SCHOOL extended school year 45-15 plan
- Last year the Depart- n developmental work on school year models. The ecure funds from the to provide ESY planning al districts. Grades	NEW JERSEY Mr. Bruce Campbell State Department	Achievement YEAR-ROUND SCHOOL extended school year

D. CURRICULUM AND INSTRUCTION Year-round School	STATE Resource
Pentamester Calendar: School districts now have the option of conducting an instructional program on a pentamester basis. Under a pentamester plan, the school district must provide for five sessions of not less than 45 days in each. A student would then attend school at least four of the pentamesters. Districts already have the option of adopting semester, trimester or quarter calendars.	OHIO House Bill 475
Year-Round School: This proposed legislation would provide the means for establishing a year-round educational program based on local needs, and a method for reimbursement of educational costs for the number of days exceeding the 180 days of instruction presently mandated. The State Administration and the Department of Education.	PENNSYLVANIA Dr. David H. Kurtzman Secretary of Educatio Box 911 Harrisburg, Pennsylva
Year-Round School concept is gaining momentum and public support rapidly. Legislators, department officials and school boards are examining possibilities for feasibility studies in several districts in the Commonwealth. Grades K-12. Local support.	PENNSYLVANIA Mr. George H. Love State Department
Extension of time-Commission established to study feasibility of extending school year. H-1050.	RHODE ISLAND State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
icts now structional der a ct must ss than hen ve the ter	OHIO House Bill 475	Enacted Legislation YEAR-ROUND SCHOOL extended school year
egislation shing a d on local ent of f days ion inistration	PENNSYLVANIA Dr. David H. Kurtzman Secretary of Education Box 911 Harrisburg, Pennsylvania 17126	Proposed Legislation YEAR-ROUND SCHOOL extended school year
ng momentum lators, ards are ility e Common- rt.	PENNSYLVANIA Mr. George H. Love State Department	Achievement YEAR-ROUND SCHOOL extended school year
lished school	RHODE ISLAND State Department	Commission YEAR-ROUND SCHOOL extended school year

D. CURRICULUM AND INSTRUCTION Year-round School	STATE Resource
Extended School Year including alternatives to four quarter system.	TEXAS Texas Educatio
A three-year feasibility study on year-round schools culminated in several research and development proposals. The study included pilot projects during 1970-71 which investigated problems in curriculum development, individualized instruction, and differentiated instructional staff roles. A pilot project was initiated on a staggered 45-15 plan in three elementary schools and one middle school, involving approximately 3,000 pupils. Grades K-12. State and local support.	VIRGINIA Charles E. Cle

RUCTION	STATE Resource	Category PRIMARY TOPIC Subtopics
cluding alternatives	TEXAS Texas Education Agency	Proposed Legislation YEAR-ROUND SCHOOL extended school year
y study on year-round everal research and The study included 970-71 which investigated development, individualized rentiated instructional roject was initiated on in three elementary school, involving ils. Grades K-12. State	VIRGINIA Charles E. Clear	Achievement YEAR-ROUND SCHOOL

E. EARLY CHILDHOOD EDUCATION General	STATE Resource
To provide that the county boards of education shall have the power to establish and maintain kindergartens and playgrounds for children within their jurisdiction.	ALABAMA House Bill No. 9 Act 1935
Initiate a statewide kindergarten program on a limited basis. Proposed by the Mississippi Education Association and the State Department of Education.	MISSISSIPPI C. A. Johnson Executive Secret Mississippi Educ Association 219 North Presid Jackson, Mississ
Early Childhood Education: The Superintendent of Public Instruction recommends that the Legislature make provision for the establishment of a statewide early childhood education program. Funding for the program should be the responsibility of the state since early childhood education provides an essential foundation for a child's total education experience.	MONTANA State Department
Early Childhood Education: Through a Legislative appropriation of $90,000, the Department of Education is making exceptional progress toward development of a comprehensive early childhood program which will provide the mechanism for combined pre-school education and day care facilities throughout the State. Grades Pre-kindergarten. Federal and state support.	NEW JERSEY Mrs. Florence Fo State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
is of to rtens thin	ALABAMA House Bill No. 95 Act 1935	Enacted Legislation ESTABLISHMENT
en posed sociation cation.	MISSISSIPPI C. A. Johnson Executive Secretary Mississippi Education Association 219 North President Street Jackson, Mississippi	Proposed Legislation ESTABLISHMENT
Super- recommends sion for e early unding for nsibility ood foundation xperience.	MONTANA State Department	Proposed Legislation ESTABLISHMENT finance
rough a 0,000, the ng exceptional a comprehensive will provide the ol education hout the State. al and state	NEW JERSEY Mrs. Florence Foster State Department	Achievement ESTABLISHMENT finance

E. EARLY CHILDHOOD EDUCATION General	STATE Resource
Early childhood education made a recent thrust in giving kindergarten programs a high priority. Ages 3-5. State and local support.	PENNSYLVANIA Mrs. Charlotte Gar State Department
Early Childhood Education for 4 year-old non-English speaking children. Proposed by the Texas Education Agency.	TEXAS Texas Education Ag
As a result of legislation passed during the 1971 session an early education program has been inaugurated in West Virginia to include, by 1973-74, all five year olds in the State. In addition permissive legislation was passed to enable counties to establish programs for three and four year olds if they so elect. During the opening months of the 1971-72 school year, approximately one-third of the five year olds in West Virginia are being provided an early education program. Ages 3-8 years. State and federal support.	WEST VIRGINIA Dr. Daniel B. Tayl State Department
Regional early childhood education demonstration centers were established in the State to develop innovative programs in early education and to serve as preservice and inservice centers for the preparation of early childhood education personnel. Ages 3-6 years. State, federal and Appalachian Regional Commission support.	WEST VIRGINIA Dr. Daniel B. Tayl State Department

	ON	STATE Resource	Category PRIMARY TOPIC Subtopics
ar	ade a recent en programs State and	PENNSYLVANIA Mrs. Charlotte Garman State Department	Achievement ESTABLISHMENT
Ag	or 4 year-old en. Proposed cy.	TEXAS Texas Education Agency	Proposal ESTABLISHMENT bilingual education
yl	passed during ducation program t Virginia to ve year olds in missive legisla- ounties to e and four year ing the opening l year, the five year eing provided Ages 3-8 upport.	WEST VIRGINIA Dr. Daniel B. Taylor State Department	Achievement ESTABLISHMENT
yl	ucation established ovative and to serve centers for ildhood 3-6 years. ian Regional	WEST VIRGINIA Dr. Daniel B. Taylor State Department	Achievement ESTABLISHMENT inservice training

E. EARLY CHILDHOOD EDUCATION General	STATE Resource
Evaluation Guide for Early Childhood Education Training Programs has been developed. Grades K-3. State support.	ALABAMA Mrs. Louis Division State Depa
Early Childhood Education: To encourage provision of prekindergarten educational programs for Colorado four-year old learners, by providing $465,000 for distribution on a 3-1 matching basis to local districts which submit approvable ECE program proposals. Proposed by the Colorado Department of Education.	COLORADO Mr. E. De Assistant Office of Educat State Dep
State-supported Kindergarten, available only since September, 1968, now in operation in every District, available for all children in the State, September, 1971. Grade Kindergarten. State and local support.	DELAWARE Mrs. Patr State Dep
Kindergarten Economics Program. Elementary level. NDEA Title III-A and local support.	IOWA Mr. John 1800 Gran Des Moine
Kindergarten: Development of kindergarten programs and curriculum guides for 28 school systems; Special teacher training program in conjunction with Southwestern educational laboratory; Concentration on disadvantaged 5-year olds. Grade kindergarten. State and local support.	NEW MEXIC Blanche Director Elementar State Dep

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
Childhood has been tate support.	ALABAMA Mrs. Louise Higgins Division of Instruction State Department	Achievement EVALUATION
To encourage en educational -year old ,000 for ning basis ubmit approv- Proposed of Education.	COLORADO Mr. E. Dean Coon Assistant Commissioner Office of Continuing Education State Department	Proposed Legislation EXPANSION finance
en, available , now in t, available ate, September, State and	DELAWARE Mrs. Patricia McBath State Department	Achievement EXPANSION
gram. Elementary nd local support.	IOWA Mr. John Kilgore 1800 Grand Avenue Des Moines, Iowa 50307	Achievement EXPANSION
of kindergarten ides for 28 school raining program estern educational on disadvantaged garten. State	NEW MEXICO Blanche Collie Director Elementary Education State Department	Achievement EXPANSION teacher training disadvantaged

E. EARLY CHILDHOOD EDUCATION General	STATE Resource
Kindergarten: Funds were appropriated for 35 new kindergarten centers during the first year of the biennium and for approximately 20 additional centers during the second year of the biennium. While this appropriation was somewhat longer than the amount recommended by the Advisory Budget Commission, it is substantially smaller than the minimum amount necessary to enable the State Board of Education to achieve its major long-range goal in early childhood education -- to provide opportunity for every five-year-old in North Carolina to be enrolled in a publicly supported kindergarten by the 1975-77 biennium.	NORTH CAROLINA State Departmen
Kindergarten program -- pilot program expanded in state.	SOUTH CAROLINA Mrs. Theo P. Ha Office of Gener State Departmen
State aid to school districts with kindergarten programs on basis of 1/2 ADA (Average Daily Attendance) requires elementary districts to establish kindergarten program or file exemption with the State Department of Education. Exempts first year operational costs for kindergarten programs from budget limitation.	ARIZONA Chapter 177 Senate Bill 1
Kindergarten: A bill will be presented for 100 percent funding of Public School Kindergartens. Proposed by the State Board of Education.	IDAHO Roy Truby State Departmen

TION	STATE Resource	Category PRIMARY TOPIC Subtopics
appropriated for rs during the first for approximately ing the second year his appropriation the amount recommended mmission, it is sub- he minimum amount tate Board of major long-range ducation -- to very five-year-old in lled in a publicly the 1975-77	NORTH CAROLINA State Department	Enacted Legislation EXPANSION finance
ilot program expanded	SOUTH CAROLINA Mrs. Theo P. Hartin Office of General Education State Department	Achievement EXPANSION pilot program
icts with basis of 1/2 dance) requires establish file exemption of Education. tional costs for om budget	ARIZONA Chapter 177 Senate Bill 1	Enacted Legislation FINANCE
ll be presented for ublic School by the State	IDAHO Roy Truby State Department	Proposed Legislation FINANCE

E. EARLY CHILDHOOD EDUCATION General	STATE Resource
Permits the State Department of Education to count each kindergarten pupil in Garrett County as 100% provided the program offered is approved by the State Superintendent of Schools.	MARYLAND House Bill 117
Achievement in state support for kindergarten programs. Grade Kindergarten. State support.	TENNESSEE E. C. Stimbert Commissioner of State Department
Project: Home Start II (preschool instruction at home with parent cooperation.) Preschool age. Title III ESEA support.	IOWA State Department
Project Patrol is an innovative dynamic approach to preserve the achievement -- motivation of pre-school children. The strategy gives parents a structured situation to obtain important information and share with each other experiences about their children. Pre-school age. Title III, ESEA support.	WISCONSIN Mr. Thomas B. Bl CESA 3 Municipal Buildi Jillett, Wiscons
Task Force on Early Childhood Education -- Recommendations completed November 11, 1971.	CALIFORNIA Mrs. Jeanada Nol Bureau Chief Dr. Dorothy Bloc Staff Consult Bureau of Compen Preschool Edu Programs State Department

ATION	STATE Resource	Category PRIMARY TOPIC Subtopics
ment of Education en pupil in Garrett the program offered Superintendent	MARYLAND House Bill 117	Enacted Legislation FINANCE
port for kindergarten arten. State support.	TENNESSEE E. C. Stimbert Commissioner of Education State Department	Achievement FINANCE
(preschool parent cooperation.) I ESEA support.	IOWA State Department	Achievement PARENT PARTICIPATION
ovative dynamic achievement -- children. The structured rtant information r experiences about ool age. Title III,	WISCONSIN Mr. Thomas B. Bluett CESA 3 Municipal Building Jillett, Wisconsin 54124	Achievement PARENT PARTICIPATION
dhood Education -- d November 11, 1971.	CALIFORNIA Mrs. Jeanada Nolan, Bureau Chief Dr. Dorothy Blockmore, Staff Consultant Bureau of Compensatory Preschool Educational Programs State Department	Achievement TASK FORCE

F. FINANCING OF PUBLIC EDUCATION

Bonds and Taxes

	STATE Resource
Assessment equalization. Proposed in four bills.	SOUTH CAROLINA SB 231 - Schum HB 1413 - Louri HB 1762 - Louri HB 1969 - Harwe State Legislatu State House Columbia, South 29211
To authorize Alabama Public School and College Authority to sell and issue $15,000,000 aggregate principal amount of additional bonds for capital improvements for public educational purposes.	ALABAMA House Bill No. Act No. 2428
Taxes and Budget: House Bill 1942, an act dealing with fire safety code bonds, empowers school districts which have levied a tax for fire prevention and safety programs to issue bonds without the necessity of referendum. Such bonds cannot be in less than $100 denominations or bear interest rates exceeding 7% per annum. These bonds are to be paid from the fire and safety tax levy.	ILLINOIS PA 77-580 HB 1942
Relating to the investment of public funds from the sale of school bonds, providing that earnings of interest shall be used either to retire the indebtedness or used for financing the construction or equipping of the school building.	IOWA Senate File 442

ATION	STATE Resource	Category PRIMARY TOPIC Subtopics
roposed in four	SOUTH CAROLINA SB 231 - Schumacher HB 1413 - Lourie HB 1762 - Lourie HB 1969 - Harwell State Legislature State House Columbia, South Carolina 29211	Proposed Legislation ASSESSMENT equalization
School and nd issue ipal amount ital improve- l purposes.	ALABAMA House Bill No. 1799 Act No. 2428	Enacted Legislation BONDS
ll 1942, an y code bonds, hich have levied nd safety hout the uch bonds cannot nations or ng 7% per be paid from y.	ILLINOIS PA 77-580 HB 1942	Enacted Legislation BONDS safety
of public funds ds, providing hall be used edness or used ion or equipping	IOWA Senate File 442	Enacted Legislation BONDS construction

F. FINANCING OF PUBLIC EDUCATION Bonds and Taxes	STATE Resource
Continuing authority to issue school bonds to limit of bonded indebtedness without referendum in eight districts.	SOUTH CAROLINA House Bill 216 House Bill 201 House Bill 157 House Bill 214
To validate in certain cases elections heretofore in municipalities or counties for the purpose of authorizing any special tax under the Constitution.	ALABAMA Senate Bill No Act No. 163
Provide for the collection and enforcement by the Department of Revenue certain taxes of the several counties for public school purposes.	ALABAMA Senate Bill No Act No. 346
To amend Title 51, Section 910, Code of Alabama 1940, to provide for the further distribution of certain revenues as collected by the Department of Revenue.	ALABAMA House Bill No. Act No. 1414
"Budget Provisions, Foundation Act" -- eliminates the qualifications of "tax-paying" from voting requirements in bond and budget elections.	COLORADO Article 38 of Chapter 123

	STATE Resource	Category PRIMARY TOPIC Subtopics
bonds out	SOUTH CAROLINA House Bill 2160 House Bill 2013 House Bill 1578 House Bill 2147	Enacted Legislation BONDS
ns ties pecial	ALABAMA Senate Bill No. 144 Act No. 163	Enacted Legislation TAXES
cement taxes chool	ALABAMA Senate Bill No. 289 Act No. 346	Enacted Legislation TAXES
of ther ue.	ALABAMA House Bill No. 1813 Act No. 1414	Enacted Legislation TAXES
-- ax-	COLORADO Article 38 of Chapter 123	Enacted Legislation TAXES bonds elections

Millage Election and Ceiling: Act amends statutes, removing all obsolete references to freeholders, thereby eliminating requirement that electors voting in school district millage elections be freeholders; act also amends statutes to authorize a tax levy be each district school board of ten mills, plus any additional millage sufficient to fund the following: (1) voted local capital improvements; (2) required debt service; (3) commissions to tax assessor and tax collector; (4) any deficit in state funding of required retirement matching; (5) any decrease in Federal forest funds; (6) the amount of money necessary to replace any decrease in federal impact funds under PL 81-874; the amount of money necessary to replace any deficiency in Cuban refugee funds under P, 87-510, Migrant and Refugee Assistance Act of 1962; (7) cost of liability insurance due to waiver of sovereign immunity; act is significant in that millage above ten mills may be levied by district school board for specific purposes without vote of the electors, except for capital improvements.

FLORIDA
Chapter 71-263
Laws of Florida

UCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
ng: Act amends olete references iminating voting in school be freeholders; o authorize a school board itional millage lowing: (1) voted ; (2) required ons to tax ; (4) any f required ny decrease 6) the amount ace any decrease der PL 81-874; ary to replace fugee funds nd Refugee) cost of waiver of significant mills may be board for vote of the tal improvements.	FLORIDA Chapter 71-263 Laws of Florida	Enacted Legislation TAXES

F. FINANCING OF PUBLIC EDUCATION Bonds and Taxes	STATE Resource
Homestead Exemption: Act amends statutes by increasing homestead exemption form $5,000 to $10,000 for persons 65 years of age or older who have been residents of the state for five consecutive years prior to claiming such exemption; increase applies only to property taxes levied by district school boards for current operating purposes; after 1972, Legislature is directed to appropriate directly to each school board an amount of money equal to actual net loss of school funds.	FLORIDA Chapter Laws of
Debt Limitation: HB 2375 -- This bill raises the debt limitation of school districts maintaining K-8 or 9-12 programs from 2 1/2% to 6% of the value of taxable property. It also raises the debt limitation of school districts with K-12 programs from 2 1/2% to 12% of the value of taxable property. HB 2375 was passed by the Legislature and approved by the Governor and is now Public Act 77-1346.	ILLINOI HB 237 PA 77-1
Legislative Tax Study Committee working on School Finance and General State Income.	IOWA Mr. Ge Legisl Capito Des Mo

	ION	STATE Resource	Category PRIMARY TOPIC Subtopics
7 F	ds statutes ion form 65 years of sidents of years ion; erty taxes rds for current , Legislature rectly to money equal funds.	FLORIDA Chapter 71-309 Laws of Florida	Enacted Legislation TAXES
S 3	This bill school districts ams from 2 1/2% property. It on of school from 2 1/2% to roperty. HB 2375 and approved by the t 77-1346.	ILLINOIS HB 2375 PA 77-1346	Enacted Legislation TAXES debt limitation
r a 1 i	ee working on ate Income.	IOWA Mr. Gerry D. Rankin Legislative Fiscal Director Capitol Building Des Moines, Iowa 50319	Committee TAXES study finance

F. FINANCING OF PUBLIC EDUCATION Bonds and Taxes	STATE Resource
Relating to limitations on the property tax levy for the general fund budget of school districts, county boards of education, and joint county boards of education, and to make an appropriation to the Department of Public Instruction for allocation to school districts. (Tax Freeze Bill for 1971-72 fiscal year).	IOWA House File 121 64th General Assembl
Provide greater fiscal independence to county boards of education and increase maximum statutory millage allowable without referendum from 25 mills to 35 mills. Proposed by the State Department of Education and the Mississippi Education Association.	MISSISSIPPI W. S. Griffin Director Administration and F State Department
Legislation enacted at 1971 Regular Session that permits local school boards to pay dues to the State Association of School Boards from local tax funds.	MISSISSIPPI House Bill No. 340
The Missouri State Constitution was amended to provide that if an increased tax rate was submitted to a vote of the people and did not receive the required constitutional majority, the levy could be maintained at the previously existing rate.	MISSOURI Article X, Section I

CATION	STATE Resource	Category PRIMARY TOPIC Subtopics
the property tax udget of school education, and ation, and to e Department llocation to eze Bill for	IOWA House File 121 64th General Assembly	Enacted Legislation TAXES appropriations
pendence to and increase llowable nills to State the iation.	MISSISSIPPI W. S. Griffin Director Administration and Finance State Department	Proposed Legislation TAXES
Regular school tate s from	MISSISSIPPI House Bill No. 340	Enacted Legislation TAXES
tion was an increased vote of the the required e levy could usly existing	MISSOURI Article X, Section II	Enacted Legislation TAXES

F. FINANCING OF PUBLIC EDUCATION Bonds and Taxes	STATE Resource
The wording on the ballot for voting school levies was simplified so that it is easier to understand. The wording calls for the amount in excess of statutory and constitutional provisions and for the total amount of the levy on each hundred dollars of assessed valuation.	MISSOURI RS Mo. 164.031
Enabling legislation permitting county commissioners to appropriate either tax or non-tax revenue for the support of community colleges, technical institutes, and industrial education centers.	NORTH CAROLINA State Department
Requirement Increased: Effective June 30, 1973, Ohio school districts must have a minimum tax rate of 20 mills to qualify for the school foundation program. In addition, the charge-off millage for the calculation of state aid has been raised to 22.5 mills. Formerly, both the participation and charge-off minimum were 17.5 mills. Thirty-seven districts receiving foundation monies are below the 20 mill minimum.	OHIO State Department

STATE Resource	Category PRIMARY TOPIC Subtopics
MISSOURI RS Mo. 164.031	Enacted Legislation TAXES
NORTH CAROLINA State Department	Enacted Legislation TAXES appropriations
OHIO State Department	Enacted Legislation TAXES foundation

F. FINANCING OF PUBLIC EDUCATION Bonds and Taxes	STATE Resource
Homestead Exemption: Ohio school districts will not be penalized financially due to the "homestead exemption" clause in Am. Sub. H. B. 475. The homestead exemption was approved by the General Assembly to give property tax breaks to the state's citizens who are 65 years of age or older with annual incomes of less than $8,000. What money is lost by the districts caused by a reduced tax duplicate will be made up with state subsidies.	OHIO State Department
Authorizes local taxing districts to include 150 words explanation on ballots for budget elections to exceed 6 percent limitation. Explanation is in addition to the ballot question and shall be factual and not advocate a "yes" or "no" vote. Statement shall include a comparison of the dollar increase or decrease in the proposed operating budget financed entirely by local property taxes and the current year's operating budget. Amends ORS 310.060 by repealing subsection (3) which restricts the amount of a tax levy to the stated maximum rate of levy per thousand dollars of true cash value. Deletes requirement that maximum rate of levy per thousand dollars of true cash value must appear on the ballot.	OREGON HB 1016

STATE Resource	Category PRIMARY TOPIC Subtopics
OHIO State Department	Enacted Legislation TAXES
OREGON HB 1016	Enacted Legislation TAXES elections

F. FINANCING OF PUBLIC EDUCATION Bonds and Taxes	STATE Resource
Constitutional amendments: Three constitutional amendments are being proposed to the 1972 Legislature. The first of these calls for the approval of tax levies and bond issues by a majority of qualified voters of the county rather than the current 60% majority. The second calls for the elimination of the present wording in the constitution which restricts the use of taxes raised in each county to use within the same county. The third is an amendment to the constitution authorizing the issuing and selling of state bonds in the amount of one hundred fifty million dollars to finance a state public school building program. Proposed by the State Board of Education.	WEST VIRGINIA Dr. Daniel B. Taylor Superintendent of Schools State Department
Directing the legislative council to study separate billing for school taxes. Report to 1973 legislature.	WISCONSIN AJR 108 Representative Wilger

STATE Resource	Category PRIMARY TOPIC Subtopics
WEST VIRGINIA Dr. Daniel B. Taylor Superintendent of Schools State Department	Proposed Legislation TAXES bonds facilities
WISCONSIN AJR 108 Representative Wilger	Council TAXES study

F. FINANCING OF PUBLIC EDUCATION Equalization	STATE Resource
Legislative Council directed to study funding plan in HB 249 (presented in last session).	IDAHO Myran Schlechte Idaho Legislative State Capitol Boise, Idaho 8370
School Formula: a special committee of the legislature has been working with the Department of Education to develop a 75% state funding school equalization formula.	IDAHO Ezra Moore State Department
Tax Equalization: Legislation would designate a school tax imposing a State property tax for public school support and abolish locally imposed property tax for school purposes. Proposed by Senator John Miller.	NEW JERSEY New Jersey State Legislature
A complete study of the evaluation procedures concerning Ad-Valorem taxes has been proposed in order to find a more equitable finance base for education and enact the alternative into law. Proposed by the Oklahoma Education Association.	OKLAHOMA Representative Lo Abbott
Rhode Island along with many other states is reexamining state financing of education in the light of the California Supreme Court opinion. Rhode Island's fiscal plight is further reason for study to be constantly underway to enable the Department of Education to respond quickly to needed changes.	RHODE ISLAND State Department
Distribution of Educational Resources based on need and equality. Proposed by the Texas Education Agency.	TEXAS Texas Education Ag

ATION	STATE Resource	Category PRIMARY TOPIC Subtopics
to study ented in	IDAHO Myran Schlechte Idaho Legislative Council State Capitol Boise, Idaho 83707	Council EQUALIZATION study
ommittee of king with the evelop a 75% ation formula.	IDAHO Ezra Moore State Department	Proposed Legislation EQUALIZATION formula
on would designate e property t and abolish for school or John Miller.	NEW JERSEY New Jersey State Legislature	Proposed Legislation EQUALIZATION taxes
uation procedures has been proposed table finance the alternative klahoma Education	OKLAHOMA Representative Lonnie Abbott	Proposal EQUALIZATION study
other states is of education in Supreme Court cal plight is be constantly tment of to needed	RHODE ISLAND State Department	Proposal EQUALIZATION
Resources based sed by the	TEXAS Texas Education Agency	Proposal EQUALIZATION

F. FINANCING OF PUBLIC EDUCATION Equalization	STATE Resource
Recognition of higher cost rates for urban school operation than for non-urban, non-rural school operation.	NEVADA State Departm
An Act Establishing a State-Municipal Revenue Sharing Program: The purpose of the act was to stabilize the municipal property tax burden by providing State aid in financing municipal services. A fund was established by setting aside an amount of 4% of the estimated revenue from sales, use and income taxes.	MAINE Chapter 478
The objective of this law is a sharing of the commercial and industrial growth among all the taxing units including school districts in the metropolitan area in order to relieve the present disparities in tax resources for financing public services. Beginning in 1972, forty per cent of the commercial and industrial growth in the seven county Twin City Metropolitan Area is pooled. (All residential property, including apartments is excluded from the commercial classification). This pool of tax base is distributed by a formula based on fiscal capacity - the per capita market value of real property for each municipality as compared to the metropolitan average. Communities below the average are aided more, those above, less. The tax base allocated to the municipality is apportioned among other taxing units also operating within the municipal boundaries. When these are coterminous each gets the total amount; where they are not - if for instance parts of two or more school districts are located within one municipality, the share of the tax base each gets is proportional to their residential valuation compared to the residential valuation of the municipality.	MINNESOTA Chapter 24 1971 Extra Laws

	STATE Resource	Category PRIMARY TOPIC Subtopics
r urban school ural school	NEVADA State Department	Proposal MUNICIPAL OVERBURDEN
al Revenue Sharing s to stabilize the oviding State aid fund was estab- f 4% of the estim- come taxes.	MAINE Chapter 478	Enacted Legislation REVENUE SHARING
ing of the commer- l the taxing units etropolitan area parities in tax ices. Beginning ercial and indus- in City Metro- ential property, om the commercial base is distributed ty - the per capita ach municipality rage. Communities hose above, less. ipality is appor- so operating within ese are coterminous hey are not - if school districts v, the share of the to their residential ial valuation of the	MINNESOTA Chapter 24 of the 1971 Extra Session Laws	Enacted Legislation REVENUE SHARING

. F. FINANCING OF PUBLIC EDUCATION Equalization	STATE Resource
The Equal Quality Plan -- A distribution bill for State School Aid for Michigan Elementary and Secondary schools prepared by a task force of member of Michigan Association of School Administrators, proposed by the State Department of Education.	MICHIGAN State Department
Establishing an interim committee to prepare legislation providing for the gradual shifting to the state of 90% of school district net operating costs. (L. C. Staff) Report to the 1973 legislature.	WISCONSIN AJR 76 Representative Wa others
Directing the legislative council's education committee to study the feasibility of adjusting equalized school aid. Report to 1971 legislature no later than January 30, 1972.	WISCONSIN AJR 106 Representative Swo

LIC EDUCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
an -- A distribution l Aid for Michigan dary schools prepared ember of Michigan l Administrators, pro- epartment of Education.	MICHIGAN State Department	Proposed Legislation STATE AID
rim committee to prepare g for the gradual shifting of school district net . C. Staff) Report to	WISCONSIN AJR 76 Representative Wahner and others	Committee STATE AID legislation
ative council's education he feasibility of school aid. Report no later than January 30,	WISCONSIN AJR 106 Representative Swoboda	Committee STATE AID study

F. FINANCING OF PUBLIC EDUCATION Facilities	STATE Resource
The Governor's Action Force on School Construction Costs in Delaware: A Report on Recommendations for Reducing School Construction Costs in the State of Delaware -- a statewide study on building costs that recommended reducing space allowances for school facilities, updating of the bid laws, incentive payments for architects and contractors, and development of standards for structural, mechanical, and electrical components, etc.	DELAWARE Dr. William B. Chairman 3 Wordsworth Dr Hyde Park, Wilmington, De and Mr. Robert L. D Director School Services Department of P Townsend Buil Dover, Delawa
Fuel Oil and the Environment: As part of the Clean Air campaign the State Government through the Executive Branch insisted upon the use of low-sulphur-content fuel in State buildings, including schoolhouses. This shift in fuel with an increase in cost after the enactment of the Budget caused some degree of hardship in school districts. A relatively small supplemental appropriation was passed to assist institutions in meeting the new fuel bill. In the case of schools, the amounts appropriated were as small as $300.00 and as large as $5,000.00. The Act is referenced here, however, because of the recognition made by State Government of the pollution problem and the leadership demonstrated through public buildings with public support.	DELAWARE Laws of Delawar Vol. 58, Chapte i.e., HB 345 126th General

	STATE Resource	Category PRIMARY TOPIC Subtopics
hool A Report chool f building pace updating ts for evelopment anical,	DELAWARE Dr. William B. McCormack Chairman 3 Wordsworth Drive Hyde Park, Wilmington, Delaware 19808 and Mr. Robert L. Durkee Director School Services Section Department of Public Instruction Townsend Building Dover, Delaware 19901	Task Force FACILITIES
part of Government sted upon el in State . This shift after the me degree A ropriation in meeting f schools, small as . The Act ause of the ment of the ship ings with	DELAWARE Laws of Delaware, Vol. 58, Chapter 141 i.e., HB 345 126th General Assembly	Enacted Legislation FACILITIES ecology

F. FINANCING OF PUBLIC EDUCATION Facilities	STATE Resource
Passage of a bond issue referendum for $50,000,000 for State public school construction assistance which will provide funds for the State's share for several years.	MAINE State Departm
State school construction aid was extended to all districts not previously eligible. The percentage of State aid for each district is determined by dividing the median State per pupil valuation of the unit and multiplying by 40%. No unit may receive more than 85% nor less than 15% school construction aid. This legislation was also significant in that it guaranteed the rate of State aid in effect when a project was approved and made provision for automatic updating of State aid to previously eligible districts.	MAINE Chapter 500,

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
endum for school will provide or several	MAINE State Department	Enacted Legislation FACILITIES bonds
was extended ly eligible. or each district median State it and multiply- ive more than construction so significant e of State aid approved and updating of ble districts.	MAINE Chapter 500, 1971	Enacted Legislation FACILITIES state aid

F. FINANCING OF PUBLIC EDUCATION Facilities	STATE Resource
A major departure from the traditional means of sharing the local and state financing of public education occured in Maryland beginning February 1, 1971. Governor Marvin Mandel sponsored the measure which was introduced into the General Assembly as House Bill No. 861 which was subsequently enacted effective 2/1/71. The State will provide $150 million from bond funds to build elementary and secondary schools throughout Maryland. An interagency committee composed of the State secretary of the department of general services, and the State secretary of the department of general services, and the State superintendent of schools (who is chairman) decides the priorities of building projects and the State board of public works (composed of the Governor, Comptroller, and State Treasurer) approves the construction contracts. In addition to the building program, the State will pay all principal and interest for local debt service obligated for the local school building program prior to 6/30/67. The annual cost to the State is $67 million. The interim period of 7/1/67 to 2/1/71 was financed by a more traditional sharing arrangement of a State-local school building program based on "pupils housed."	MARYLAND State Department
Emergency School Building Aid Act: Provides for additional aid to depressed school districts for the construction of needed school facilities. Appropriates $90,000,000 for payments of debt service on school construction bonds.	NEW JERSEY Chapter 10, Laws of 1971

	STATE Resource	Category PRIMARY TOPIC Subtopics
eans g of ginning el ced No. 861 e 2/1/71. n bond schools mmittee lepart- of State rer) n tate cal 7. lion. was d."	MARYLAND State Department	Achievement FACILITIES state aid bonds debt servicing
vides districts acilities. f debt	NEW JERSEY Chapter 10, Laws of 1971	Enacted Legislation FACILITIES bonds debt servicing

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
Improvements in the Public School Foundation Act of 1969: (1) To raise the guaranteed level of per pupil support from the present $460 per child to $521 per child, an amount calculated to enable maintenance of property tax rates at present support ratio levels; (2) To utilize data from one additional year prior to immediately preceding year in determining budget limitations for districts with declining enrollments; (3) To aid districts affected by mobile home influxes by enabling such local districts to avoid the required deduction of all specific ownership tax revenue from the state entitlement; districts would retain two-thirds of mobile home taxes; (4) To require Colorado Board of Education approval of all categorical programs, for budgetary purposes; (5) To remove a "slippage" factor from unrestricted expenditure increases, by designating categorical programs financed with local property taxes as "restricted"; Proposed by the Colorado Council on Educational Development.	COLORADO Dr. Frank Miles Executive Secret Colorado School Association 1330 Logan Stre Denver, Colorad
(6) Local school boards may review proposed land development plans in order to ensure "adequate provision for education"; (7) Local district long-term lease purchase arrangements may be included in bond redemption funds; Proposed by Senator Hugh Fowler, Colorado General Assembly.	Dr. Paul G. Beth Senior Consultan Finance Planning Unit State Department
(8) To shift the school finance burden from local property to state income taxes by limiting required local property school tax to 10 mills for general operating expenditures. State general funds would support the	Dr. Paul G. Beth Senior Consultan Finance Planning Unit State Department

(continued)

TION	STATE Resource	Category PRIMARY TOPIC Subtopics
hool Foundation e guaranteed om the present ild, an amount nce of property ratio levels; dditional year g year in s for districts 3) To aid ome influxes cts to avoid specific e state etain two- (4) To require pproval of all getary purposes; ctor from eases, by ams financed "restricted"; cil on	COLORADO Dr. Frank Miles Executive Secretary Colorado School Boards Association 1330 Logan Street Denver, Colorado 80203	Proposed Legislation FOUNDATION increase taxes
eview proposed er to ensure tion"; (7) Local hase arrangements ption funds; er, Colorado	Dr. Paul G. Bethke Senior Consultant, School Finance Planning Unit State Department	land development bonds
ce burden from e taxes by rty school tax ting expenditures. port the	Dr. Paul G. Bethke Senior Consultant, School Finance Planning Unit State Department	taxes

(continued)

	COLORADO
difference between required local contributions and a "realistic" foundation-level guaranteed per pupil operating expenditure (approximately $900). The state would continue categorical educational support. The proposal would require an increase of approximately 3% in state income tax collections. Proposed by Representative Robert Schaeffer, Colorado General Assembly.	
(9) The Colorado Department of Education would assume responsibility for advising and assisting local districts to plan and construct educational facilities, and would ascertain that facility educational specifications were sufficiently comprehensive. Proposed by Senator Allen Dines, Colorado General Assembly.	Dr. Paul G. Bethke Senior Consultant, Scho Finance Planning Unit State Department
(10) To facilitate the sale of school bonds at decreased rates of interest, interest gained from school bond investments would be exempted from Colorado income tax; (11) Remove the one percent school tax collection fee assessed currently by Colorado county treasurers; (12) Increase maximum allowable school district capital reserve levy from 2 to 3 mills; (13) establish a school bond guarantee loan fund, thereby reducing collection risk and hopefully obtaining lower bond interest rates. Proposed by Senator Allen Dines, Colorado General Assembly.	Dr. Paul G. Bethke Senior Consultant, Schoo Finance Planning Unit State Department

(continued)

	STATE Resource	Category PRIMARY TOPIC Subtopics
utions teed ately cal d ado	COLORADO	Proposed Legislation
ld ,	Dr. Paul G. Bethke Senior Consultant, School Finance Planning Unit State Department	facilities
ds e ablish py pposed	Dr. Paul G. Bethke Senior Consultant, School Finance Planning Unit State Department	bonds taxes

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
(continued)	
(14) To raise the guaranteed per pupil level of support from the present $460 to $518 per child, an amount calculated as sufficient to: (1) decrease rate of property tax growth; (2) maintain current levels of district educational services; (3) maintain the percent of state foundation support near the present level, and (4) encourage abolishment of pupil fee assessments in local districts. Proposed by Colorado Department of Education.	COLORADO Dr. Cal Anderson Assistant Commission Office of Planning Evaluation State Department
Foundation Program (establishment of a base or foundation for determining equal educational opportunity for all students in state). Grades K-12. State support.	HAWAII Mrs. Margaret Oda Director of General DOE 1270 Queen Emma Str Honolulu, Hawaii 9
Relating to state aid for schools, school district property taxes, establishing a foundation program, imposing a school district income tax, providing administration by the director of revenue, adopting provisions relating to the state individual income tax, relating to the corporate income tax, and providing aid to cities, towns and counties from sales tax receipts. (Becomes effective with the 1972-73 school year).	IOWA House File 654

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
er pupil level of to $518 per child, ient to: tax growth; district tain the percent ar the present shment of pupil icts. Proposed ation.	COLORADO Dr. Cal Anderson Assistant Commissioner Office of Planning and Evaluation State Department	Proposed Legislation increase
ent of a base equal educ- udents in upport.	HAWAII Mrs. Margaret Oda Director of General Education DOE 1270 Queen Emma Street Honolulu, Hawaii 96813	Achievement FOUNDATION equalization
ols, school lishing a school administration opting te individual rporate to cities, tax receipts. 72-73 school	IOWA House File 654	Enacted Legislation FOUNDATION taxes

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
The Foundation Program Aid law is being revised to substantially increase the State's contribution. The state now pays approximately 43% of the maintenance expenditures of school districts. The revision in the law will increase State support to approximately 65% of maintenance expenditures for the second year of the biennium 1972-73.	MINNESOTA State Departmen
Proposal to increase support for all cost items of Minimum Education Program, including teacher's salaries. Proposed by the Mississippi Education Association and the State Department of Education.	MISSISSIPPI C. A. Johnson Executive Secre Mississippi Educ Association 219 North Presid Jackson, Missis
The Missouri Legislature increased authorized funding for public elementary and secondary school purposes by $70,000,000. This represented approximately a thirty percent increase in state funding over and above the amount authorized for the previous year.	MISSOURI HB 2 HB 10
Provides for an adjustment of the existing foundation program schedule according to the scheme resulting in average increases ranging from 1 1/2 to 4 percent. (75-6905) Signed by the Governor March 17; effective on passage and approval.	MONTANA SB 200 75-6905

	STATE Resource	Category PRIMARY TOPIC Subtopics
being the ow pays nce The State aintenance f the	MINNESOTA State Department	Proposed Legislation FOUNDATION
all rogram, oposed ciation tion.	MISSISSIPPI C. A. Johnson Executive Secretary Mississippi Education Association 219 North President Street Jackson, Mississippi	Proposal FOUNDATION increase
d mentary pproximately e funding ized for	MISSOURI HB 2 HB 10	Enacted Legislation FOUNDATION increase
existing rding to the eases ranging 5) Signed by on passage	MONTANA SB 200 75-6905	Enacted Legislation FOUNDATION increase

MONTANA
State Department

New Approach to Foundation Program Scheduling: The Superintendent of Public Instruction successfully proposed that the Forty-second Legislative Assembly adopt an escalating foundation program schedule for 1971-73 biennium. The escalating schedule reflects the economic realities of yearly increases in school costs and growth in state income and taxable valuation of property. Increases in operating costs for the second year of the biennium will be absorbed partially by the corresponding increase in foundation program revenues; because the foundation program represents budgeting authority, school districts will experience more even budgeting and thus more even voted levy requirements.

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
ram Scheduling: struction 'orty-second scalating 1971-73 ule reflects y increases tate income ty. Increases nd year of artially by oundation oundation thority, e more even ted levy	MONTANA State Department	Achievement FOUNDATION

	STATE Resource
Restructuring of Foundation Program Schedules and Full Funding of State Obligation: Existing foundation program schedules generally do not provide for adequate funding of minimum educational programs in Montana. Consideration should be given to restructuring the foundation program schedules on the basis of information provided by the Legislative Council's study of the foundation program adequacy and by studies currently underway in the Office of the Superintendent of Public Instruction. In addition, the foundation program for the 1973-75 biennium should be fully funded. In the 1971 fiscal year, the state equalization aid payment of 29.5 million dollars was 8.7 million dollars short of financing the total state obligation for the equalization of the foundation program as prescribed under Section 75-6919 R.C.M., 1947. Estimates indicate that the 1972 fiscal year state equalization aid payment will be 5 million dollars short of financing the total state obligation.	MONTANA State Department
Bateman Act: Revises the formulas for State aid to schools under the State school incentive equalization aid law and is designed to raise the level of State school aid from the existing 28% to 40%.	NEW JERSEY Chapter 234 Laws of 1970

	STATE Resource	Category PRIMARY TOPIC Subtopics
Schedules n: Existing lly do not imum onsideration e foundation nformation 's study of by studies the Super- n addition, -75 bi- the 1971 aid 8.7 the total on of d under mates state million l	MONTANA State Department	Proposal FOUNDATION increase equalization
for e school is e 40%.	NEW JERSEY Chapter 234 Laws of 1970	Enacted Legislation FOUNDATION increase equalization

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
Increase to state guaranteed basic support in second year of the biennium if sales tax receipts increase more than 7%, because inflationary pressures to costs can be supported by higher sales tax receipts from higher priced purchasing.	NEVADA State Department
The Education Subcommittee of the Nevada Assembly Ways and Means Committee devised legislation in the 1971 session containing a mechanism that would "trigger" additional money for public schools for the second year of the biennium if certain specific, definitely knowable financial conditions were found to exist at the end of the first year. As a result of this innovative legislation, authored by Assemblymen Frank Young and Jack Schofield of the Subcommittee, and the better than anticipated Nevada economy in 1971, every school district in Nevada will have $7 per pupil more to spend next year.	NEVADA State Department
The equalizing of educational support among both the school districts and counties of the State. Foundation payments would be based upon the valuation behind each pupil as well as the number of pupils in each school district. Proposed by an interim Education Committee of the Legislature.	NORTH DAKOTA H. J. Snortland State Department

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
asic support if sales tax , because s can be receipts from	NEVADA State Department	Proposal FOUNDATION taxes
the Nevada tee devised n containing r" additional he second n specific, conditions of the first ovative blymen of the han anticipated school district il more to	NEVADA State Department	Achievement FOUNDATION increase
support among counties of would be d each pupil s in each an interim islature.	NORTH DAKOTA H. J. Snortland State Department	Proposal FOUNDATION equalization

OHIO
HB 475

A basic change proposed in School Foundation Funding is a modified switch from classroom unit to a pupil method of calculating state aid. Special and vocational classes will continue to be funded on a classroom unit basis. Initial payments of Ohio school districts under the new budget began March 1. Ohio school districts will now receive state aid on a pupil basis rather than on a teacher basis. Basic foundation aid will be computed by multiplying the number of students in grades 1-12, plus one-fourth the number of students enrolled in a joint vocational school, by $600, and the number of children in kindergarten, by $300. Child study, occupational or physical therapists, speech and hearing therapists, special education supervisors and special education coordinators will be funded on the basis of their salary on the state salary schedule, plus (a) 15 percent of the salary for retirement, and (b) a $600 unit allowance. Under the new Foundation formula, the categories of special education, vocational education and transportation will not be subject to charge-off.

	STATE Resource	Category PRIMARY TOPIC Subtopics
ation room sses om egan w ner ion s lled and the $300. sts, al on f n	OHIO HB 475	Enacted Legislation FOUNDATION formula

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
Reimbursement to county boards of education will be on a $6 per pupil basis instead of an amount for each approved teacher unit. Special education units operated by the county board of education would be eligible for funding under the school foundation program. County boards would provide local districts with supervisory services at the ratio of one supervisory teacher for the first 50 classroom teachers and one supervisory teacher for each 100 additional classroom teachers. Reimbursement for payments to county boards for supervisory services will be made by making deduction from each local school district's foundation payment proportionate to the ratio of each local district's ADM to the total county ADM.	OHIO HB 475
Amending Chapter 26, Subchapter 26.65(a), Education Code, providing eligibility for certain educational units through the Foundation School Program.	TEXAS SB 455 (by Bates)
The basic school foundation program in West Virginia underwent a major revision during the 1971 legislative session. The new school support formula which emerged will provide for program growth and at the same time assure more equitable educational opportunities for youth and children in West Virginia irrespective of where they may live. Grades K-12. State support.	WEST VIRGINIA Dr. Daniel B. Tayl State Department

CATION	STATE Resource	Category PRIMARY TOPIC Subtopics
rds of education asis instead ved teacher unit. rated by the ould be eligible l foundation ld provide local services at the acher for the and one h 100 additional rsement for or supervisory king deduction rict's onate to the t's ADM to	OHIO HB 475	Enacted Legislation FOUNDATION reimbursement
pter 26.65(a), ligibility for hrough the	TEXAS SB 455 (by Bates)	Enacted Legislation FOUNDATION eligibility
program in ajor revision session. The which emerged owth and at quitable or youth ia may live. .	WEST VIRGINIA Dr. Daniel B. Taylor State Department	Achievement FOUNDATION

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
Provision for immediate increased State assistance whenever the enrollment for a school is in excess of 3% over the previous year.	MAINE Chapter 90, 1971
Increase in State subsidy to local units (1971-73) for operating public schools of 22-26% over the amount appropriated for the previous biennium.	MAINE State Department
Provides that for the 1971 and 1972 fiscal years only the use of the most recent assessment ratio survey shall not diminish the State aid for any county or Baltimore City that would have resulted from use of the most recent survey issued as of July 1 of the fiscal year for which the State aid calculation is made. This legislation affects the current school year and the 1971-72 school year only.	MARYLAND HB 1018
Increased state aid -- The State Board of Education has asked that state aid be increased from approximately 17% of operating cost to 35%. Others in the State are proposing full funding of the present formula which would raise state aid from the present $25 million to approximately $89 million. This would provide for nearly 47% coverage of local school operating costs. Proposed by Legislators and Educators.	NEBRASKA State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
l State t for the	MAINE Chapter 90, 1971	Enacted Legislation STATE AID increase
l units chools of ed for	MAINE State Department	Enacted Legislation STATE AID
972 fiscal cent diminish altimore m use of of July 1 State aid ation nd the	MARYLAND HB 1018	Enacted Legislation STATE AID
Board of d be of operating are proposing la which resent $25 million is would provide school operating nd Educators.	NEBRASKA State Department	Proposed Legislation STATE AID increase

F. FINANCING OF PUBLIC EDUCATION Foundation, State Aid	STATE Resource
RSA 198:20 (New) Closing of Non-public Schools. This was amended so that whenever a non-public school "or portion thereof" is closed the pupils may be counted for purposes of state aid as though they had been in attendance at the public school during the preceding school year. Effective date of this change is August 17, 1971.	NEW HAMPSHIRE State Department
Permanent Commission on State School Support studying financial assistance to local school districts.	NEW JERSEY Assemblyman John Chairman 41 North Bridge Somerville, New
Department of Public Instruction directed to study the matter of including income factors in school aid computations. Report to the 1973 Legislature.	WISCONSIN AJR 89 Representative and others
Legislative Council directed to study state aid programs for school districts, including income factors in school aid computations. Report to 1973 Legislature.	WISCONSIN Assembly Substit ment 1 to AJR Representative K and others. AJR 118, Represe Korpela and o AJR 44, income f Representative T and others.

ATION	STATE Resource	Category PRIMARY TOPIC Subtopics
Non-public Schools. never a non-public is closed the pupils of state aid as ndance at the ceding school s change is	NEW HAMPSHIRE State Department	Enacted Legislation STATE AID average daily attendance non-public education
e School ssistance	NEW JERSEY Assemblyman John H. Ewing Chairman 41 North Bridge Street Somerville, New Jersey 08876	Commission STATE AID
tion directed ding income ations. Report	WISCONSIN AJR 89 Representative Slaby and others	Enacted Legislation STATE AID income factors study
to study state ricts, including computations.	WISCONSIN Assembly Substitute Amendment 1 to AJR 89, Representative Korpela and others. AJR 118, Representative Korpela and others. AJR 44, income factors, Representative T. Thompson and others.	Enacted Legislation STATE AID income factors study

ALASKA
State Department

Financial Support to Public Schools: An advisory commission was established late in 1969 to study state financial support to public schools and to make recommendations to the Governor's Office and to the Legislature. During the past few years, legislative changes in school finance procedures, both at the state and federal level, coupled with increasing property taxes and a general dissatisfaction with the low level of state financing prompted Alaskans to re-examine state financial support of public schools. The commission, funded by Title V flow-through funds, was composed of school administrators, state legislators and local government officials. A team of nationally recognized consultants on school finance was retained to work with the commission. In January of 1970, the commission recommended that the state's share of operating revenues for basic school programs be increased to an average* of 90 percent, determined on an equalized percentage basis, and that Kindergarten, vocational and special education be included for funding as part of the schools' basic programs. Additionally, the state was advised to encourage districts to develop supplemental programs to be submitted for approval and funding in the same proportion as the basic program. The recommended legislative changes were adopted by the 1970 legislature and over $67 million in state funds was allocated for return to Alaska's 28 school districts. The first payments (July, 1970) under the new foundation program, based on a 90 percent

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	STATE Resource	Category PRIMARY TOPIC Subtopics
: An advisory 1969 to study chools and to r's Office past few l finance ederal level, xes and a w level of o re-examine chools. The through istrators, ent officials. sultants on with the e commission of operating be increased mined on an t Kinder- ation be schools' state was evelop ed for oportion as legislative gislature and allocated stricts. er the 90 percent	ALASKA State Department	Commission STUDY state aid equalization increase foundation

(continued)

funding level, increased state support to public schools 90.2 percent over last year's July payments.

ALASKA

* Districts in the smaller rural areas with limited taxable real and personal property receive a higher percentage of state funds for their basic educational program.

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
support to public year's July al areas with nal property state funds ogram.	ALASKA	Commission

F. FINANCING OF PUBLIC EDUCATION Miscellaneous	STATE Resource
Continuation of existing Education Improvement Expense (Allocation of $1,720 per instructional unit) with the expenditure of funds to be tailored by individual districts to meet their individual needs. Grades K-12. State support.	FLORIDA Dr. J. W. Crenshaw State Department
State budget appropriations to the department of education to be made in support of department functions rather than in support to paying for object classes (salaries, travel, contract services, supplies, communications).	NEVADA State Department
The General Education Act is being considered for codification this legislative year (1972). This Act contains both substantive law as well as appropriations. The substantive law is to be codified, as being relatively permanent; whereas the appropriations will be made through the General Appropriations Act for the state. Proposed by the State Department of Education and certain Legislators.	TENNESSEE Robert K. Sharp Attorney State Department
Governor's Study on Cost Control focusing on expenditures of State Government; economies and efficiencies that may be effected. Report published September 1, 1971. Price $10.00. Available from the Honorable Russell H. Hippe, Commissioner of Finance and Administration, State Capitol, Nashville, Tennessee 37219	TENNESSEE W. Maxey Jarman Chairman Suite 505 State Office Building Nashville, Tennessee 372

ATION	STATE Resource	Category PRIMARY TOPIC Subtopics
cation ion of $1,720 the expenditure ndividual districts ds. Grades K-12.	FLORIDA Dr. J. W. Crenshaw State Department	Achievement ALLOCATION
to the department upport of depart- n support to alaries, travel, communications).	NEVADA State Department	Proposal APPROPRIATIONS
being considered ative year (1972). antive law as well tantive law is to vely permanent; ill be made through ct for the state. ment of Education	TENNESSEE Robert K. Sharp Attorney State Department	Proposed Legislation CODIFICATION appropriations
trol focusing on ment; economies effected. , 1971. Price Honorable Russell nance and Admin- shville,	TENNESSEE W. Maxey Jarman Chairman Suite 505 State Office Building Nashville, Tennessee 37219	Commission COST CONTROL study

F. FINANCING OF PUBLIC EDUCATION Miscellaneous	STATE Resource
Driver Training: State subsidies to driver training programs will be increased from $30 per student to $50 for the 1972-73 school year. In addition, the Legislature provided for subsidies to commercial driver's training schools in which students may enroll if scheduling difficulties preclude their participation in the school's program. These subsidies may not exceed $50 per student per year and can only be paid to state licensed driver training schools.	OHIO HB 475
An Act making supplementary appropriations to the Department of Health and Social Services and the Department of Public Safety for the purpose of funding an expanded Anti-Drug-Abuse Program. ($476,808.00 plus $50,000.00 to Department of Public Safety.)	DELAWARE Laws of Delaware Vol. 58, Chapter 24 i.e. HB-305, 126th General Assembly
Pennsylvania Commission on School Finance: Purpose is to evaluate the present school subsidy program with reference to current and future educational needs, and set forth its recommendations.	PENNSYLVANIA The Honorable Milto Governor of the Comm of Pennsylvania Governor's Office Main Capitol Buildi Harrisburg, Pennsyl
Establish new funding formulas.	FLORIDA State Department
A new State Aid formula for distribution of State funds was devised.	OKLAHOMA HB 1163

UCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
bsidies to driver increased from the 1972-73 school gislature provided l driver's training may enroll if eclude their l's program. These 50 per student per to state licensed	OHIO HB 475	Enacted Legislation DRIVER TRAINING
y appropriations to nd Social Services ic Safety for the nded Anti-Drug- 00 plus $50,000.00 fety.)	DELAWARE Laws of Delaware Vol. 58, Chapter 247; i.e. HB-305, 126th General Assembly	Enacted Legislation DRUG EDUCATION
School Finance: present school ence to current ds, and set	PENNSYLVANIA The Honorable Milton J. Shapp Governor of the Commonwealth of Pennsylvania Governor's Office Main Capitol Building Harrisburg, Pennsylvania 17120	Commission EVALUATION
ulas.	FLORIDA State Department	Achievement FORMULAS
r distribution .	OKLAHOMA HB 1163	Enacted Legislation FORMULAS

F. FINANCING OF PUBLIC EDUCATION Miscellaneous	STATE Resource
State School Fund - possible increase through legalization of sale of mixed drinks: ABC bars------------House Bill 1477 - Hartnett Senate Bill 266 - Garrett Airports------------Senate Bill 462 - Brockington Hotels, Motels------House Bill 1784 - Harper Senate Bill 438 - Brockington Local option--------House Bill 1173 - Joseph Minibottles---------Senate Bill 332 - Grimes Senate Bill 333 - Grimes	SOUTH CAROLINA State Legislature
The biennial increase is 35% more than was appropriated for elementary and secondary education during the last biennium, a total increase of $390 million.	OHIO State Department
More financing for education was obtained for grades K-graduate school.	OKLAHOMA HB 1181
School Lunch Assistance -- Appropriates $2,000,000 for additional State school lunch aid and provides that school districts participating in the special assistance phase of the national school lunch program be paid an additional State reimbursement.	NEW JERSEY Chapter 204 and 309,
School Lunch Program -- A biennial appropriation of $2 million will help to assure that the schools of Ohio receive maximum federal subsidies for providing free and reduced price lunches to needy children.	OHIO HB 475
Funding for the school lunch program was increased to extend to the capabilities of the program throughout the State.	OKLAHOMA HB 1125

	STATE Resource	Category PRIMARY TOPIC Subtopics
se through s: 7 - Hartnett 6 - Garrett 2 - Brockington 4 - Harper 8 - Brockington 3 - Joseph 2 - Grimes 6 - Grimes	SOUTH CAROLINA State Legislature	Proposed Legislation FUNDING SOURCE taxes
han was ondary a total	OHIO State Department	Enacted Legislation INCREASE
ol.	OKLAHOMA HB 1181	Enacted Legislation INCREASE
ates hool lunch cts ance phase m be paid	NEW JERSEY Chapter 204 and 309,	Enacted Legislation LUNCH
appropriation hat the deral educed price	OHIO HB 475	Enacted Legislation LUNCH
am was in- ies of the	OKLAHOMA HB 1125	Enacted Legislation LUNCH

F. FINANCING OF PUBLIC EDUCATION Miscellaneous	STATE Resource
Food Services: An appropriation in the amount of $2,015,821 will initiate new central supervisory management concepts and provide mandated matching funds to enable North Carolina to participate fully in federal funding for school food service programs.	NORTH CAROLINA State Departmen
Increased Funds for Education of Indian Students: Through visitations, workshops, conferences and correspondence, schools eligible for Johnson-O'Malley funds were encouraged to initiate educational programs for the benefit of Indian children. In turn, the Bureau of Indian Affairs increased funding to implement these new programs. Since fiscal 1970, funding through the Johnson-O'Malley Act has increased by $132,013 in Montana. The number of Indian students participating in these programs has increased by 751.	MONTANA State Departmen
Funds Earmarked for Indian Students: Approximately 2,400 Indian students attend public schools that are not eligible for Johnson-O'Malley Act funds. State money should be appropriated to establish exemplary projects to meet the special needs of these Indian students.	MONTANA State Departmen

DUCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
priation in the initiate new gement concepts ching funds to participate for school	NORTH CAROLINA State Department	Enacted Legislation LUNCH
tion of Indian tions, workshops, ndence, schools alley funds were ucational programs children. In n Affairs increased e new programs. g through the increased by number of ting in these 751.	MONTANA State Department	Achievement MINORITIES
n Students: n students attend ot eligible for s. State money establish exemplary ial needs of these	MONTANA State Department	Proposal MINORITIES

F. FINANCING OF PUBLIC EDUCATION

Miscellaneous	STATE Resource
One of the significant improvements is the recognition of the municipal overburden. For the first time payments of $20 ($25 for Cleveland and Cincinnati) per pupil are proposed for the eight large city districts having over 20,000 pupils (and contiguous districts) providing at least 50 percent of the pupils in such districts are classified as educationally disadvantaged.	OHIO HB 475
"Freezes" required local effort for the 1971-72 school year and greatly reduce the escalation of required local effort for future years. It eliminates the one-third factor after four years. (April 7, 1971).	GEORGIA HB 140
Financing of Regional Education Service Centers. Proposed by the Texas Education Agency.	TEXAS Texas Education Agency
Provision of State Support for Programs which Meet Special Needs of the General Student Population or Needs of Special Populations. Proposed by the Texas Education Agency.	TEXAS Texas Education Agency
Providing State Financial Support for State-Required Activities or Programs. Proposed by the Texas Education Agency.	TEXAS Texas Education Agency
Supplemental Programs for Boarding Students. Rural students live in urban private homes, attend local high school, state reimburses host home. Grades 9-12. Local, state and federal support.	ALASKA James Harper, Director Division of Regional Sch and Boarding Home Pro Alaska Department of Edu Juneau, Alaska 99801

	STATE Resource	Category PRIMARY TOPIC Subtopics
s is the urden. ($25 for l are proposed having over ricts) he pupils in ducationally	OHIO HB 475	Enacted Legislation MUNICIPAL OVERBURDEN
r the duce ffort he one- pril 7,	GEORGIA HB 140	Enacted Legislation REDUCTION
rvice lucation	TEXAS Texas Education Agency	Proposal REGIONS
grams which Student ulations. ency.	TEXAS Texas Education Agency	Proposal SPECIAL EDUCATION
for ams. gency.	TEXAS Texas Education Agency	Proposal STATEWIDE CURRICULUM
g urban chool, es 9-12.	ALASKA James Harper, Director Division of Regional Schools and Boarding Home Program Alaska Department of Education Juneau, Alaska 99801	Achievement STUDENT ASSISTANCE rural

F. FINANCING OF PUBLIC EDUCATION Miscellaneous	STATE Resource
Educational assistance to orphans of veterans, widows of veterans killed in action or who died from a service-connected disability, wives of totally disabled veterans, and wives and children of members of the Armed Forces missing in action, captured or interned by a foreign government. Increased from $150 to $300 per year.	MAINE Chapter 516, 1971
Funding Study: Monies should be appropriated to the Superintendent of Public Instruction for a special study of Montana's public school funding structure. The recommended study should consider such alternative funding structures as voucher system, complete state funding and variations of existing methods. The study should include an analysis of the expected impact of each alternative. This analysis should reflect the opinions of associations and persons both directly and indirectly involved in Montana education.	MONTANA State Departmen
State Finance Study: In-depth study of the current status of Nevada Public School System (under-way).	NEVADA Dr. J. Clark, Dir University of Nev Reno, Nevada 895
House Education Committee -- Special Investigations: To ascertain the capacity and will of school districts to use state and local moneys efficiently and for the appropriate purposes.	PENNSYLVANIA The Honorable Jam Gallagher Chairman, House E Committee Main Capitol Buil Harrisburg, Penns

TION	STATE Resource	Category PRIMARY TOPIC Subtopics
phans of killed in rvice- f totally and children s missing in by a foreign 150 to	MAINE Chapter 516, 1971	Enacted Legislation STUDENT ASSISTANCE veterans' dependents
be appropriated ic Instruction a's public school mended study ive funding complete state sting methods. nalysis of the native. This pinions of directly and a education.	MONTANA State Department	Proposal STUDY
h study of Public	NEVADA Dr. J. Clark, Director University of Nevada-Reno Reno, Nevada 89507	Achievement STUDY
Special the istricts efficiently ses.	PENNSYLVANIA The Honorable James J. A. Gallagher Chairman, House Education Committee Main Capitol Building, Room 252 Harrisburg, Pennsylvania 17120	Committee STUDY

F. FINANCING OF PUBLIC EDUCATION Miscellaneous	STATE Resource
Legislative Council: to study the philosophy, administration, and distribution of tax revenues and permanent funding of public education in the state.	UTAH Lewis Lloyd, Director Utah Legislative Council
Governor has established a Task Force on Elementary and Secondary Financing.	WISCONSIN Governor's Office
State to pay tuition for students living outside the district under certain conditions.	ARIZONA Chapter 165, SB 321
Directing the legislative council to study a voucher system for the financing of elementary and high school education. Report to the legislature upon completion of study.	WISCONSIN SJR 105 Senators Lipscomb and Heinzen

ON	STATE Resource	Category PRIMARY TOPIC Subtopics
he philosophy, n of tax f public	UTAH Lewis Lloyd, Director Utah Legislative Council	Council STUDY
Force on ing.	WISCONSIN Governor's Office	Task Force STUDY
ts living ain	ARIZONA Chapter 165, SB 321	Enacted Legislation TUITION
il to study ing of ation. completion	WISCONSIN SJR 105 Senators Lipscomb and Heinzen	Council VOUCHERS study

F. FINANCING OF PUBLIC EDUCATION Transportation	STATE Resource
Transportation of Pupils: Delaware supports pupil transportation from 100% State funds. An attempt will be made to introduce: (1) local school district transportation plans; (2) local participation at a 40% level for overcoming unique hazards or transporting children within the limits normally allowed.	DELAWARE Dr. Howard E. Row or Mr. Robert L. Durke Director School Services Divisi or Mr. Leon Hart Superintendent of Transportation
Payment for each pupil on Aid to Dependent Children is being increased from $175 to $200 for the enhancement of compensatory education. Taxable wealth would no longer be related to pupil transportation subsidy. Ohio's large number of urban centers, including seven of the eight large cities, will become eligible for the subsidy. Of particular encouragement is the provision for transportation to vocational programs. This action will be a welcome sequel to the prior session when the State Board of Education was authorized to place all districts in the state in new vocational districts of a size to provide comprehensive vocational educational programs. To provide for further expansion of vocational programs the funding disregards tax valuation in the financial support of vocational units. In further pursuance of the Serrano case objectives, education of the handicapped would also be provided at the same dollar level in all districts.	OHIO State Department
State transportation aid was extended to cover all school districts including cities of the first class.	MINNESOTA Chapter 890 of the 197 Session Laws.

UCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
Delaware supports 00% State funds. An troduce: (1) local tion plans; (2) local el for overcoming ting children within d.	DELAWARE Dr. Howard E. Row or Mr. Robert L. Durkee Director School Services Division or Mr. Leon Hart Superintendent of Transportation	Proposed Legislation TRANSPORTATION local participation
id to Dependent d from $175 to $200 pensatory education. nger be related bsidy. Ohio's large ncluding seven of ll become eligible cular encouragement portation to action will be a r session when the as authorized to state in new ize to provide ducational programs. ansion of vocational gards tax valuation f vocational units. e Serrano case he handicapped would me dollar level in	OHIO State Department	Enacted Legislation TRANSPORTATION compensatory education vocational education handicapped ADC
as extended to including	MINNESOTA Chapter 890 of the 1971 Session Laws.	Enacted Legislation TRANSPORTATION state aid

F. FINANCING OF PUBLIC EDUCATION Transportation	STATE Resource
Increased Reimbursement for Pupil Transportation: Pupil transportation reimbursement schedules should be adjusted to increase the amount of reimbursement made to individuals and school districts. The last adjustment of pupil transportation reimbursement schedules was made in 1941. Since that time, the cost of transporting pupils to and from school has more than tripled. Since the reimbursement schedules contain one schedule for bus transportation and another schedule for the individual providing his own transportation, an adjustment should take both schedules into consideration.	MONTANA State Department
Increase to state support of expenditures for pupil transportation, from 50% state support, now, to 60% in 1971-72, to 75% in 1972-73.	NEVADA State Department
Transportation: Additional funds beyond Advisory Budget Commission recommendations were appropriated to expand the transportation system so as to make transportation available to all school children who reside more than one and one-half miles from the school to which they are assigned.	NORTH CAROLINA State Department
Directing a legislative council study of costs of providing transportation for any student residing between one and 2 miles from the school he attends. Report to the 1973 legislature.	WISCONSIN AJR 119 Representative Swoboda

	STATE Resource	Category PRIMARY TOPIC Subtopics
on djusted ment ricts. ortation 1941. orting than bus for ans- e both	MONTANA State Department	Proposal TRANSPORTATION reimbursement
litures state 75%	NEVADA State Department	Proposal TRANSPORTATION state aid
eyond ndations ans- nsportation ho reside rom the	NORTH CAROLINA State Department	Enacted Legislation TRANSPORTATION expansion
udy of for any miles t to the	WISCONSIN AJR 119 Representative Swoboda	Council TRANSPORTATION study

G. HIGHER EDUCATION Community and Junior Colleges	STATE Resource
New Accounting System -- Chart of Accounts for the State Junior College Program. Freshman through Sophomore grades. State support.	ALABAMA Dr. Freddie W. Wood Division of Research an Higher Education State Department
Cost category analysis of occupational programs. Community College and Vocational Centers. State and local support.	FLORIDA Thomas Baker State Department
MIS -- Student data element dictionary. Community College level. State and local support.	FLORIDA Rodney Hurley Division of Community C State Department
MIS -- Course numbering system. Community College level. State and local support.	FLORIDA Dr. William Gager State Department
Social work education project (identifying career level programs that have transferability). Community College and University level. Federal support.	FLORIDA Dr. Michael Austing and Robert Turner Board of Regents Department of Education Tallahassee, Florida 3
House Bill 1153 requires State Board of Education to adopt guidelines for the orderly development and management of community colleges, including guidelines for personnel policy formulation and accounting procedures. Requires community colleges to file copies of adopted personnel policies with Superintendent of Public Instruction.	OREGON House Bill 1153

ges	STATE Resource	Category PRIMARY TOPIC Subtopics
of Accounts for am. Freshman te support.	ALABAMA Dr. Freddie W. Wood Division of Research and Higher Education State Department	Achievement ACCOUNTING
pational nd Vocational ort.	FLORIDA Thomas Baker State Department	Achievement AMINISTRATION vocational
ctionary. e and local	FLORIDA Rodney Hurley Division of Community Colleges State Department	Achievement ADMINISTRATION management information
. Community l support.	FLORIDA Dr. William Gager State Department	Achievement ADMINISTRATION management information
(identifying e transfer- nd University	FLORIDA Dr. Michael Austing and Robert Turner Board of Regents Department of Education Tallahassee, Florida 32304	Achievement ADMINISTRATION vocational
Board of for the orderly community for personnel ing procedures. file copies with uction.	OREGON House Bill 1153	Enacted Legislation DEVELOPMENT

G. HIGHER EDUCATION Community and Junior Colleges	STATE Resource
Provides that a proposal to organize a community college district be carried by a majority of voters in each county within the proposed district. (75-8112) Signed March 3; no effective date.	MONTANA House Bill 221 75-8112
Creation of eight technical community college areas by the Legislature. Each area will have its own board and will be allowed to assess a one mill levy. State statute provisions include a 75% reimbursement from state funds for operational costs.	NEBRASKA LB 759
Proposal to factor state support for a vocational-technical education in junior colleges. Proposed formula 1 to 1.4 for academic compared to vocational. Proposed by the State Board for Community Colleges.	ARIZONA J. R. Cullison Associate Superintendent for Vocational Education 1333 West Camelback Road Phoenix, Arizona 85013
Community Colleges: Act provides that each full-time faculty member of a public community college, who is paid wholly from funds appropriated from the Minimum Foundation Program fund, shall be required to teach a minimum of 15 classroom contact hours per week.	FLORIDA Chapter 71-253 Laws of Florida
New funds formula for public community colleges. Proposed by Dr. Lee Henderson.	FLORIDA Tom Baker Division of Community Colleges State Department

ges	STATE Resource	Category PRIMARY TOPIC Subtopics
ganize a carried h county (75-8112) ate.	MONTANA House Bill 221 75-8112	Enacted Legislation ESTABLISHMENT elections
mmunity re. Each nd will l levy. de a 75% for	NEBRASKA LB 759	Enacted Legislation ESTABLISHMENT
rt for a in junior to 1.4 for l. Proposed ty Colleges.	ARIZONA J. R. Cullison Associate Superintendent for Vocational Education 1333 West Camelback Road Phoenix, Arizona 85013	Proposal FINANCE
ides that each public community om funds Foundation d to teach a t hours per	FLORIDA Chapter 71-253 Laws of Florida	Enacted Legislation FINANCE teachers contact hours
ommunity Henderson.	FLORIDA Tom Baker Division of Community Colleges State Department	Proposed Legislation FINANCE formula

G. HIGHER EDUCATION Community and Junior Colleges	STATE Resource
Wayne County Community College, Appropriations for Operation to maintain the College on an on-going basis.	MICHIGAN Act No. 129 Public Acts of 1971
Provides that community colleges be funded by a three-mill levy in the community college district, student tuition and state appropriations, removing the funding from the foundation program. (75-8121) Signed March 18; no effective date.	MONTANA SB 56 75-8121
Provision for funding formula for community colleges processed within the State Department of Education.	WYOMING #SF 230 Chapter 267 Session Laws of Wyom 1971
Community college-university articulation agreement clarifying provisions of A. A. degree transfers to junior status at universities. Community College and University level. State support.	FLORIDA Dr. Lee G. Henderso Director Division of Communit State Department
In-service orientation conferences for community college district boards of trustees. (Game-simulation experiences) Community college level. State and local support.	FLORIDA Dr. Harold Kastner, Division of Communit State Department
A tentative policy statement on open-door admissions has been developed and distributed to institutional officials for review and comment.	MICHIGAN State Department

nior Colleges	STATE Resource	Category PRIMARY TOPIC Subtopics
ty College, Appropriations ntain the College on an	MICHIGAN Act No. 129 Public Acts of 1971	Enacted Legislation FINANCE
ity colleges be funded in the community college ition and state ying the funding from am. (75-8121) effective date.	MONTANA SB 56 75-8121	Enacted Legislation FINANCE
formula for community ithin the State ion.	WYOMING #SF 230 Chapter 267 Session Laws of Wyoming, 1971	Enacted Legislation FINANCE formula
iversity articulation provisions of A. A. junior status at nity College and tate support.	FLORIDA Dr. Lee G. Henderson Director Division of Community Colleges State Department	Achievement GOVERNANCE articulation
n conferences for strict boards of ulation experiences) vel. State and local	FLORIDA Dr. Harold Kastner, Jr. Division of Community Colleges State Department	Achievement GOVERNANCE boards
tatement on open-door developed and distributed icials for review and	MICHIGAN State Department	Achievement GOVERNANCE admissions

G. HIGHER EDUCATION Community and Junior Colleges	STATE Resource
Prohibits community colleges from becoming four-year institutions. Signed March 18; no effective date.	MONTANA SB 236
There is also established a technical community college state board comprised of nine members.	NEBRASKA State Department
Establishment of a Community College Commission.	WYOMING #HB 190 Chapter 252, Sessio Wyoming, 1971

	STATE Resource	Category PRIMARY TOPIC Subtopics
ing ;	MONTANA SB 236	Enacted Legislation GOVERNANCE
of	NEBRASKA State Department	Enacted Legislation GOVERNANCE boards
mmission.	WYOMING #HB 190 Chapter 252, Session Laws of Wyoming, 1971	Enacted Legislation GOVERNANCE commission

G. HIGHER EDUCATION Control, Governance and Administration	STATE Resource
College Admissions -- High School Counselors' articulation conferences, with representatives of public higher education and local high school counselors in seven (7) state meetings; aimed at concerns over campus racial imbalance, admissions procedures and program offerings. Grades 9-10. State support.	MARYLAND Dr. John S. Jef Consultant in G State Department
Involvement in the development of (1) data base and the development of a system of management information; (2) a study of facilities in higher education; (3) development of a labor relations team for negotiation with bargaining units as a result of recently enacted legislation permitting state employees to organize and bargain collectively. Higher Education level. State support.	PENNSYLVANIA Dr. Frederic K. Commissioner f Education Post Office Box Harrisburg, Penn 17126
Creates State Commission for Higher Education to plan, review and coordinate the growth and development of all public post high school education.	INDIANA Public Law 326 Acts of 1971
Degrees: Act requires universities to award associate of arts degrees upon request.	FLORIDA Chapter 71-178 Laws of Florida
A Council on Higher Education has been formed to serve as a forum for discussion of major issues in higher education. The group includes representation form the executive and legislative branches of State government, from institutions and governing boards, and from the State Board of Education and related groups.	MICHIGAN State Department

nd Administration	STATE Resource	Category PRIMARY TOPIC Subtopics
h School Counselors' , with representatives n and local high n (7) state meetings; mpus racial cedures and s 9-10. State	MARYLAND Dr. John S. Jeffreys Consultant in Guidance State Department	Achievement ADMINISTRATION articulation admissions counseling
pment of (1) data of a system of 2) a study of ation; (3) lations team aining units nacted ate employees to ectively. Higher support.	PENNSYLVANIA Dr. Frederic K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennsylvania 17126	Achievement ADMINISTRATION management information facilities faculty collective bargaining
for Higher Education inate the growth and post high school	INDIANA Public Law 326 Acts of 1971	Enacted Legislation COMMISSION governance
iversities to egrees upon request.	FLORIDA Chapter 71-178 Laws of Florida	Enacted Legislation DEGREES
tion has been formed iscussion of major n. The group includes xecutive and legis- government, from g boards, and from ion and related groups.	MICHIGAN State Department	Council GOVERNANCE

G. HIGHER EDUCATION Control, Governance and Administration	STATE Resource
Provides that community college districts be under the supervision of the Board of Regents and that the Board appoint a director of community colleges. (75-8103, 8105, 8106, 8107, 8108, 8109, 8110) Signed March 18; no effective date.	MONTANA SB 235 75-8103, 8105, 8106, 8107, 8108, 8109, 8110
The Master Plan for Higher Education in Pennsylvania, approved by the State Board on May 14, 1971. It is a statement of educational policy for higher education to be implemented by legislation or administration. Responsibility for administration remains with the Secretary of Education although designed to meet a situation in which "a burgeoning college-age population and a growing demand for college instruction and services faced higher education resources that were inadequate to the task," it was to be a living document responsive to continual development and changes as required. Higher education level. State and federal support.	PENNSYLVANIA Dr. Frederic K. Miller State Department
State Board of Education: This proposed legislation would revise the structure of the Board, and would add responsibilities with respect to higher education programs in public and non-public colleges and universities, to insure compliance with the Higher Education Master Plan and state funding in the area of higher education. Proposed by the Department of Education.	PENNSYLVANIA Dr. David H. Kurtzman Secretary of Education State Department

inistration	STATE Resource	Category PRIMARY TOPIC Subtopics
districts be ard of Regents rector of 105, 8106, March 18;	MONTANA SB 235 75-8103, 8105, 8106, 8107, 8108, 8109, 8110	Enacted Legislation GOVERNANCE boards
ation in tate Board ment of ducation to r administration. on remains with ough designed burgeoning owing demand for s faced higher nadequate to g document ment and changes level. State	PENNSYLVANIA Dr. Frederic K. Miller State Department	Achievement GOVERNANCE master plan educational policy
proposed ructure of sibilities n programs es and nce with n and state ducation. Education.	PENNSYLVANIA Dr. David H. Kurtzman Secretary of Education State Department	Proposed Legislation GOVERNANCE master plan boards

G. HIGHER EDUCATION Control, Governance and Administration	STATE Resource
Advisory Committee on the Governance of Higher Education. Report published December 30, 1971.	TENNESSEE Honorable Lee Smit Office of the Gove State Capitol Nashville, Tenness 37219

nd Administration	STATE Resource	Category PRIMARY TOPIC Subtopics
e Governance of t published	TENNESSEE Honorable Lee Smith Office of the Governor State Capitol Nashville, Tennessee 37219	Committee GOVERNANCE

G. HIGHER EDUCATION General	STATE Resource
Governor's Invitational Conference on Post-High School Education in Florida. (Conference scheduled December, 1971 for increasing cooperation between public and private sectors of higher education in Florida.)	FLORIDA Dr. William L. Maloy Special Assistant for Educati Office of the Governor The Capitol Tallahassee, Florida 32304
Preliminary research within the Department on the application of the "University Without Walls" to higher education in the state. Beyond grade 12. State support.	PENNSYLVANIA Dr. Frederic K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennsylvania 17
To provide for the creation, incorporation and operation of the Marine Environmental Sciences Consortium.	ALABAMA House Bill 2638 Act No. 2432
Veterinary Medicine Advisory Committee: State's veterinary needs; needs of residents of site for opportunities to study veterinary medicine; placing this study in the broad context of total health and other educative commitments. (Report due by January 1, 1972)	FLORIDA Dr. Kenneth Penrod Chairman Vice Chancellor for Medical and Health Sciences Board of Regents Collins Building Tallahassee, Florida 32304
A provisional report on engineering education in Michigan has been completed, reviewed in public meetings, and approved for publication.	MICHIGAN State Department
A study of needs of engineering technology programs is in process.	MICHIGAN State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
ce on orida. 1971 een gher	FLORIDA Dr. William L. Maloy Special Assistant for Education Office of the Governor The Capitol Tallahassee, Florida 32304	Achievement CONFERENCE
Department ersity ion in the support.	PENNSYLVANIA Dr. Frederic K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennsylvania 17126	Achievement ESTABLISHMENT university without walls
corporation ironmental	ALABAMA House Bill 2638 Act No. 2432	Enacted Legislation CURRICULUM marine environmental sciences
mmittee: of residents udy veterinary the broad er educative nuary 1, 1972)	FLORIDA Dr. Kenneth Penrod Chairman Vice Chancellor for Medical and Health Sciences Board of Regents Collins Building Tallahassee, Florida 32304	Committee CURRICULUM veterinary medicine study
ring education reviewed d for	MICHIGAN State Department	Achievement CURRICULUM engineering
technology	MICHIGAN State Department	Achievement CURRICULUM engineering needs assessment

G. HIGHER EDUCATION General	STATE Resource
A report on nursing education needs in Michigan has been prepared and published.	MICHIGAN State Department
Requires all units of the University System and all private colleges and universities granting any degree in education to establish a course in drug and alcohol education. Signed March 15; no effective date.	MONTANA State Department
Teaching Hours: Act provides that each full-time faculty member of any institution (state universities) under the supervision of the Board of Regnets, who is paid wholly from state funds, shall be required to teach a minimum of 12 classroom contact hours per week.	FLORIDA Chapter 71-365 Laws of Florida
Development of a numerical code for all faculty and administrative positions at state institutions in preparation for a proposed annual five-year manpower supply and demand projection. Higher education level. State support.	PENNSYLVANIA Dr. Frederick K. Mil Commissioner for Hig Education Post Office Box 911 Harrisburg, Pennyslv 17126

	STATE Resource	Category PRIMARY TOPIC Subtopics
ducation needs in pared and published.	MICHIGAN State Department	Achievement CURRICULUM nursing needs assessment
the University e colleges and any degree in h a course in ation. Signed e date.	MONTANA State Department	Enacted Legislation CURRICULUM drug education
provides that each ber of any iversities) under e Board of Regnets, om state funds, teach a minimum ct hours per week.	FLORIDA Chapter 71-365 Laws of Florida	Enacted Legislation FACULTY
rical code for istrative positions in preparation for e-year manpower jection. Higher te support.	PENNSYLVANIA Dr. Frederick K. Miller Commissioner for Higher Education Post Office Box 911 Harrisburg, Pennyslvania 17126	Achievement FACULTY

G. HIGHER EDUCATION General	STATE Resource
Development of final phases of a campus-wide tele-communication system at Millersville State College and plans to join with the Office of Administration. The project is significant because it involves Basic Education, Higher Education and the Office of Administration in a joint effort to develop a model of coordinated systems and intermediate unit boundaries as they will exist in 1971-72. All grade levels. State support.	PENNSYLVANIA Dr. B. Anton Hess State Department
Independent Colleges Board: Act establishes a board to set standards for and to license non-public colleges and universities, with rules and regulations subject to approval of State Board of Education.	FLORIDA Chapter 71-128 Laws of Florida
Scholarships: Act eliminates present general scholarship loan program for preparation of teachers and nurses and establishes a new, broad scholarship loan program. Student registration or tuition fees at state universities and public community colleges are increased $3.00 per quarter or $4.50 per semester to assist in funding new scholarship programs.	FLORIDA Chapter 71-372 Laws of Florida

	STATE Resource	Category PRIMARY TOPIC Subtopics
campus- ans to ation. e it istration del of ate unit 1971-72.	PENNSYLVANIA Dr. B. Anton Hess State Department	Achievement MEDIA intermediate units basic education
establishes to license ies, with approval	FLORIDA Chapter 71-128 Laws of Florida	Enacted Legislation NON-PUBLIC boards
sent general paration of es a new, Student tate colleges r $4.50 new	FLORIDA Chapter 71-372 Laws of Florida	Enacted Legislation STUDENT ASSISTANCE

G. HIGHER EDUCATION General	STATE Resource
Constitutional Resolution: Proposing an Amendment to the Constitution pledging credit of the State and providing for the issuance of bonds not exceeding four million dollars for loans for Maine students in Higher Education. The resolution was approved by the voters in the referendum election on November 2, 1971. The amendment increases the guaranteed capicity of the Maine Guaranteed Student Loan Fund to approximately 180 million.	MAINE Chapter 4 Constitutional Resolu
Financial Aid Film based on a televised broadcast which provides dramatization and panel reactions to financial aid problems in the categories of: College financial aid packages, State scholarships and locally available financial assistance. Secondary level. State support.	MARYLAND Dr. John S. Jeffreys Consultant in Guidanc State Department
State Education Assistance Authority -- educational loans.	SOUTH CAROLINA House Bill 1874
Resolution creating a special legislative commission to study the feasibility of having state financing of a medical school or exploring other options available to the state to meet its needs or medical manpower.	RHODE ISLAND H 1940-A

	STATE Resource	Category PRIMARY TOPIC Subtopics
: Proposing an tion pledging roviding for the eeding four million e students in olution was the referendum 71. The aranteed ranteed Student 180 million.	MAINE Chapter 4 Constitutional Resolution	Proposed Legislation STUDENT ASSISTANCE bonds
n a televised ramatization ancial aid of: College ate scholarships ncial assistance. pport.	MARYLAND Dr. John S. Jeffreys Consultant in Guidance State Department	Achievement STUDENT ASSISTNACE film
Authority --	SOUTH CAROLINA House Bill 1874	Enacted Legislation STUDENT ASSISTANCE
ial legislative asibility of a medical options avail- its needs or	RHODE ISLAND H 1940-A	Commission STUDY medical school finance

G. HIGHER EDUCATION General	STATE Resource
Student Fees: Resolution raises full-time registration fees from $150 to $190 per quarter for undergraduates; from $175 to $240 for graduate students. Out-of-state tuition raised from $300 to $350 per quarter. (Out-of-state tuition is paid in addition to registration fee.)	FLORIDA SCR 4-C

	STATE Resource	Category PRIMARY TOPIC Subtopics
ises full-time to $190 per from $175 to Out-of-state $350 per quarter. d in addition	FLORIDA SCR 4-C	Enacted Legislation TUITION

H. NONPUBLIC, PRIVATE, PAROCHIAL EDUCATION State Aid	STATE Resource
Implements a constitutional amendment ratified at the general election held on November 3, 1970, which authorized the General Assembly to provide for grants to citizens who are students attending private colleges or universities in this state; provides for grants of $400 per academic year, to be administered by the Georgia Higher Education Assistance Authority. (Effective date -- July 1, 1972).	GEORGIA Act 803
Senate Bill 1195 would establish a voucher system which would provide students of non-public schools with textbooks, health services, psychological services, guidance and counseling, and remedial and therapeutic programs. The parent of non-public school students would apply to the public school in their district for these services. The local public school would then be reimbursed through the Office of the Superintendent of Public Instruction for the services rendered.	ILLINOIS Representative Eu Schlickman State House of Rep Capitol Building Springfield, Illin
Senate Bill 1196 would provide special assistance for non-public school students of low income families. This program would also be based on a voucher system of payment, but in this case the parent would apply directly to the Superintendent of Public Instruction. The amount of the grant is to be equal to that received by public school students of low income families.	ILLINOIS Representative Eug Schlickman State House of Rep Capitol Building Springfield, Illin

ROCHIAL EDUCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
al amendment ratified eld on November 3, 1970, ral Assembly to izens who are students s or universities in grants of $400 per nistered by the ssistance Authority. , 1972).	GEORGIA Act 803	Enacted Legislation FINANCE student assistance
tablish a voucher e students of non- ooks, health services, uidance and counseling, tic programs. The ol students would l in their district local public school through the Office Public Instruction .	ILLINOIS Representative Eugene Schlickman State House of Representatives Capitol Building Springfield, Illinois 62706	Proposed Legislation FINANCE student assistance vouchers
ovide special school students This program would r system of payment, nt would apply ndent of Public of the grant is to by public school milies.	ILLINOIS Representative Eugene Schlickman State House of Representatives Capitol Building Springfield, Illinois 62706	Proposed Legislation FINANCE student assistance

H. NONPUBLIC, PRIVATE, PAROCHIAL EDUCATION State Aid	STATE Resource
Senate Bill 1197 would provide grants for innovative educational programs sponsored by public-non-public schools. A special Educational Development Fund would be established to finance these programs. Proposed by the Elementary and Secondary Non-Public Schools Study Commission.	ILLINOIS Representative Eugene Schlickman State House of Represen Capitol Building Springfield, Illinois
A law which provides vouchers to parents of children in non-public schools to help defray tuition costs. The law has been petitioned to referendum.	MARYLAND State Department
Aid to Non-Public Schools -- Some $61 million has been allocated by the General Assembly for payments to parents who have children attending nonpublic schools. Total annual payments may not exceed $90 per child or 40 percent of the cost to educate a child in a given school district, whichever is less. Payments will be made twice a year. Funds not expended on parental grants will be used to provide auxiliary services, such as library materials, guidance services and therapists to the nonpublic schools.	OHIO HB 475
Non-Public Education -- An Act creating an authority for the purpose of avoiding increased costs of public education by providing partial reimbursement for non-public education.	PENNSYLVANIA Act 92 (1971)

IAL EDUCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
grants for ns sponsored by special would be programs. Secondary ission.	ILLINOIS Representative Eugene Schlickman State House of Representatives Capitol Building Springfield, Illinois 62706	Proposed Legislation FINANCE innovative programs
to parents of to help defray een petitioned	MARYLAND State Department	Enacted Legislation FINANCE student assistance vouchers
ome $61 million eral Assembly ave children Total annual er child or cate a child in hever is less. year. Funds ts will be used , such as ervices and chools.	OHIO HB 475	Enacted Legislation FINANCE student assistance auxiliary services
creating an avoiding cation by nt for non-	PENNSYLVANIA Act 92 (1971)	Enacted Legislation FINANCE student assistance

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION State Aid	STATE Resource
Pupils of non-public schools are made eligible for tax credits for educational costs if the non-public school meets the requirements of the compulsory attendance laws, is not operated for profit, and adheres to the provisions of the Civil Rights Act of 1964. Tax credits during calendar years 1971 and 1972 may be as much as $100 per pupil unit. Escalating of this amount begins in calendar year 1973.	MINNESOTA Chapter 944 of the 1971 Session Laws
Provides that the school committee of a town shall provide transportation for both public and private school pupils who reside so far from school as to make attendance impractical. It also provides for transportation to be provided beyond the town limits under certain conditions.	RHODE ISLAND Chapter 270-H2352
For calculating a district's foundation allocation, the average daily membership of pupils enrolled in approved vocational classes in licensed proprietary schools may be counted where standards as to facilities and staffing are comparable, as determined by the superintendent of public instruction, to those established by the state board of education for public schools.	OHIO Section 3317.02

AROCHIAL EDUCATION	STATE Resource	Category PRIMARY TOPIC Subtopics
ls are made eligible ional costs if the e requirements of the , is not operated the provisions 1964. Tax credits and 1972 may be as t. Escalating alendar year 1973.	MINNESOTA Chapter 944 of the 1971 Session Laws	Enacted Legislation TAXES
ommittee of a town on for both public who reside so far endance impractical. portation to be imits under certain	RHODE ISLAND Chapter 270-H2352	Enacted Legislation TRANSPORTATION local aid
's foundation ily membership oved vocational etary schools ards as to e comparable, intendent of se established ation for public	OHIO Section 3317.02	Enacted Legislation VOCATIONAL foundation

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION Licensing, Regulation, Supervision	STATE Resource
Legislative Council is studying Licensing Private Schools: the need for licensing and regulation.	UTAH Lewis Lloyd, Director Utah Legislative Council
Provides for registration and regulation of technical and business schools; creates a state board of private technical and business schools to oversee the operation of such schools and adopt regulations for their operation.	ARIZONA Chapter 86 HB 118
Proposal to Establish Regulatory Powers Over Certain Private Business and Trade Schools for the Protection of Delaware Subscribers. According to present Delaware law, the only regulation over any non-public educational institution occurs in the case of an institution wishing to incorporated in Delaware and offer at least the Associate degree. Elementary and secondary schools, business colleges, trade schools, and others are not regulated by the educational agency of the State. Legislation is being introduced which would begin to modify this pattern by establishing certain specific statutory requirements for the licensing of private business and trade schools. The State Board of Education would be assigned responsibility for expanding the statute into administrative regulations and the State Superintendent of Public Instruction would be the assigned administrator for the program. The State Superintendent would be advised by a committee of five persons. One permanent	DELAWARE Dr. Howard E. Row Assistant Superintendent Auxiliary Services State Department

(continued)

AL EDUCATION vision	STATE Resource	Category PRIMARY TOPIC Subtopics
Licensing icensing	UTAH Lewis Lloyd, Director Utah Legislative Council	Council LICENSING study
gulation of creates a and business of such schools operation.	ARIZONA Chapter 86 HB 118	Enacted Legislation REGULATION registration vocational
Powers Over de Schools ubscribers. w, the only ducational f an ted in Associate schools, , and educational n is being modify this specific icensing of ls. The e assigned statute into he State tion would r the program. e advised by e permanent	DELAWARE Dr. Howard E. Row Assistant Superintendent Auxiliary Services State Department	Proposed Legislation REGULATION vocational

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION Licensing, Regulation, Supervision	STATE Resource
(continued)	
member of this committee would be the president of the Delaware Technical and Community College System; the other five members would be from business and trade colleges, from industry and from some computer-based program. Proposed by the State Board of Education and the State Superintendent of Public Instruction.	DELAWARE
Provides that students from private schools may take part in honors programs. (April 13, 1971)	GEORGIA HB 64
Creates a State Private School Accrediting Commission to regulate private post-high school occupational training institutions.	INDIANA PL 313
Extension of Degree Granting Privilege -- Recognizing the need to expand postsecondary education by all proper means, the Regents of the University of the State of New York approved the granting of degree powers to proprietary schools which meet their standards. In their desire to broaden career opportunities and to recognize the valuable contribution of occupational skills to American life, the Regents acknowledge that the profit motive per se should not disqualify an institution from recognition by the Regents. Instead, the quality of education provided should be the primary consideration. The authorized degree designation will be Associate in Occupational Studies which describes a two-year program of study limited to work in occupational areas. Post-secondary level.	NEW YORK Lawrence Gray, Chie Bureau of Two-Year Programs State Department

PAROCHIAL EDUCATION n, Supervision	STATE Resource	Category PRIMARY TOPIC Subtopics
would be the president l and Community College embers would be from ges, from industry ased program. Proposed ucation and the State Instruction.	DELAWARE	Proposed Legislation
rom private schools programs.	GEORGIA HB 64	Enacted Legislation REGULATION honors programs
School Accrediting rivate post-high ning institutions.	INDIANA PL 313	Enacted Legislation REGULATION
ting Privilege -- expand postsecondary means, the Regents State of New York degree powers to n meet their standards. en career opportunities uable contribution of merican life, the the profit motive lify an institution Regents. Instead, provided should be n. The authorized be Associate in ch describes a two- nited to work in -secondary level.	NEW YORK Lawrence Gray, Chief Bureau of Two-Year College Programs State Department	Achievement REGULATION degrees vocational

H. NON-PUBLIC, PRIVATE, PAROCHIAL EDUCATION Licensing, Regulation, Supervision	STATE Resource
Calls for a study of proprietary schools offering vocational or technical training. Signed by the Governor, March 3.	MONTANA SJR 30
An Act to Amend the Education Law, Pertaining to Certain Private Schools -- The bill provides for the registration of all private schools with the exception of some categories which are exempt; such as schools providing kindergarten, nursery, elementary and secondary education, institutions of higher education, schools which train handicapped individuals, schools which are operated by employers or organizations of firms for the training of their own employees without a charge and schools such as dancing, music, fine art and the like. The basic purpose of this legislation is to permit the Education Department to establish minimum standards or a floor below which no school which offers occupational training may operate. The intent of the legislation is to eliminate an inequity which currently exists in that if a school teaches an occupation which is classified as a trade, industrial occupation or personal service occupation they cannot do so without first securing a license from the Commissioner of Education. At the same time, other occupational schools in the field of business or data processing may operate with or without Department approval. This proposed legislation would blanket all of those schools which are below college degree level under one basic law if those schools teach occupational training. Proposed by the State Department of Education.	NEW YORK Robert D. Stone Deputy Commissioner for Legal Affairs State Department

EDUCATION sion	STATE Resource	Category PRIMARY TOPIC Subtopics
chools raining.	MONTANA SJR 30	Enacted Legislation SUPERVISION study
, Pertaining bill provides e schools with hich are exempt; rten, nursery, , institutions train hich are ions of firms oyees without ng, music, purpose he Education andards or a offers . The intent an inequity a school assified or personal so without Commissioner ther of business th or without ed legislation s which der one basic tional training. of Education.	NEW YORK Robert D. Stone Deputy Commissioner for Legal Affairs State Department	Proposed Legislation SUPERVISION vocational registration standards

I. PUPIL PERSONNEL General	STATE Resource
Prohibits the denial of admission of any child to any public school in this state under certain conditions.	ALABAMA HB 2823 Act 1418
Permits a child to be excused from compulsory school attendance if a district judge determines that such attendance is not in the best interests of the child. No effective date.	MONTANA SB 219 (75-6303)
An act permitting excusal for religious purposes -- not to exceed one hour per day -- not to interfere with academic program -- not to be held on school property.	NEW MEXICO Chapter 238 New Mexico Laws 1971
Pupils: Voluntary fingerprinting. Vaccination not necessary when affidavit that contrary to religious beliefs.	SOUTH CAROLINA HB 1258 HB 1690
Immunization of School Children: Act requires immunization of children, prior to entry into school, against polio, smallpox, diptheria, rubella, pertussis and tetanus; may be required for other communicable diseases; provides for exemption on religious grounds.	FLORIDA Chapter 71-283 Laws of Florida
Abuse or Maltreatment of Children: Act requires that any physician, nurse, teacher, social worker or employee of a public or private facility serving children who has reason to believe that a child has been subjected to abuse shall report, or cause reports to be made, to Department of Health and Rehabilitive Services; abuse includes neglect or malnutrition.	FLORIDA Chapter 71-21 Laws of Florida

	STATE Resource	Category PRIMARY TOPIC Subtopics
ission of any child s state under certain	ALABAMA HB 2823 Act 1418	Enacted Legislation ADMISSION accountability
ed from compulsory rict judge determines in the best interests date.	MONTANA SB 219 (75-6303)	Enacted Legislation EXCUSAL
or religious purposes er day -- not to gram -- not to be	NEW MEXICO Chapter 238 New Mexico Laws 1971	Enacted Legislation EXCUSAL
nting. Vaccination t that contrary to	SOUTH CAROLINA HB 1258 HB 1690	Enacted Legislation FINGERPRINTING immunization exemption
dren: Act requires rior to entry into pox, diptheria, aus; may be required ases; provides for ds.	FLORIDA Chapter 71-283 Laws of Florida	Enacted Legislation HEALTH immunization exemption
ldren: Act requires teacher, social worker private facility son to believe that o abuse shall report, to Department of ices; abuse includes	FLORIDA Chapter 71-21 Laws of Florida	Enacted Legislation HEALTH child abuse

I. PUPIL PERSONNEL General	STATE Resource
Married, pregnant Students: Act amends statutes to give married, pregnant and previously pregnant students discretion as to whether or not they attend school, with district school boards having discretion to assign them to most appropriate school program best suited to the students' individual needs.	FLORIDA Chapter 71-21 Laws of Florida
New legislation adds measles (rubeola) to list of required vaccines for school admission.	NORTH CAROLINA State Department
Regulation of school lunch programs.	CONNECTICUT PA 702
Amends the compulsory school attendance act to provide that children between their 7th and 16th birthdays shall be enrolled in a public or private school.	GEORGIA HB 634
Requires school districts to adopt and distribute written rules regarding student conduct and discipline in compliance with minimum standards developed by the State Board of Education. Prohibits students from threatening or willfully injuring other students or teachers. Modifies provisions for assessment of damage to school property caused by pupil and for action to recover such damages (not to exceed $1000 plus costs).	OREGON SB 11

	STATE Resource	Category PRIMARY TOPIC Subtopics
Act amends statutes nd previously pregnant nether or not they t school boards having o most appropriate to the students'	FLORIDA Chapter 71-21 Laws of Florida	Enacted Legislation HEALTH pregnant students married students
s (rubeola) to list hool admission.	NORTH CAROLINA State Department	Enacted Legislation HEALTH immunization
programs.	CONNECTICUT PA 702	Enacted Legislation LUNCH
l attendance act tween their 7th and olled in a public	GEORGIA HB 634	Enacted Legislation SCHOOL AGE
o adopt and distribute dent conduct and th minimum standards d of Education. eatening or willfully teachers. Modifies f damage to school d for action to recover $1000 plus costs).	OREGON SB 11	Enacted Legislation STUDENT DISCIPLINE conduct damages

J. SPECIAL EDUCATION Disadvantaged, Compensatory, Educationally Handicapped	STATE Resource
Educational programs for severely educationally handicapped children who exhibit autistic-like tendencies. This is a two teacher program with six aides. Twelve children are enrolled. Unique in that little is known how to deal with such children, and few public schools have attempted to educate them. Grades-elementary. Federal (ESEA, Title VI-B), state and local support.	COLORADO Ted White, Director Special Education Denver Public Schools Denver, Colorado
Kailua Learning Center (incorporates compensatory education program and provides instructional aid for special education students). Grades K-12. State funds and Act 299.	HAWAII Mr. Kengo Takata Deputy District Super Windward Oahu District 45-955 Kamehameha Aven Kaneohe, Hawaii 9674
Compensatory Education -- State enters into a $23 million performance pact with eligible school districts.	MICHIGAN Act. No. 134, Public Acts of 1971.
Carolina Boys Camp (for Emotionally Disturbed). This is a project to provide service to boys excluded from the public school system. The camp is based on a Texas model pioneered by Mr. Campbell Lockmiller.	NORTH CAROLINA Mr. Ron Carroll c/o Carolina Boys Cam Candor, North Carolin
Periodic Evaluation and reporting by state board to district boards of programs dealing with education of disadvantaged children. Requirement for State Board to periodically review with Joint Standing Committee on Education fund disbursement, etc. for disadvantaged education.	CONNECTICUT PA 52

, Educationally	STATE Resource	Category PRIMARY TOPIC Subtopics
ly educationally t autistic-like ner program with enrolled. now to deal with chools have des-elementary. te and local	COLORADO Ted White, Director Special Education Denver Public Schools Denver, Colorado	Achievement AUTISTIC CHILDREN
rates compensatory instructional aid . Grades K-12.	HAWAII Mr. Kengo Takata Deputy District Superintendent Windward Oahu District 45-955 Kamehameha Avenue Kaneohe, Hawaii 96744	Achievement COMPENSATORY EDUCATION
enters into a $23 igible school	MICHIGAN Act. No. 134, Publice Acts of 1971.	Enacted Legislation COMPENSATORY EDUCATION performance pact
lly Disturbed). rvice to boys system. The ioneered	NORTH CAROLINA Mr. Ron Carroll c/o Carolina Boys Camp Candor, North Carolina	Achievement DISTURBED CHILDREN special education
g by state rams dealing children. eriodically ttee on . for	CONNECTICUT PA 52	Enacted Legislation DISADVANTAGED evaluation

J. SPECIAL EDUCATION Disadvantaged, Compensatory, Educationally Handicapped	STATE Resource	Cat PRI Sub
State-supported Experimental Programs for Educationally Disadvantaged (Delaware Senate Bill 171 Programs) 1969-72. Grades K-10. State support.	DELAWARE Robert C. Hawkins State Department	Achi DIS
State plan for educating the disadvantaged. Federal support.	FLORIDA Dr. William Gager Division of Community Colleges State Department	Ach DIS pla com
Governor's Conference on Post-High School Education Opportunities for the Disadvantaged. (Conference proceedings available in limited number).	FLORIDA Dr. Harold Stahmer Conference Planning Office 105 Anderson Hall University of Florida Gainesville, Florida 32601	Ach D po con
A project for the motivation and orientation of educationally disadvantaged. Community College level. Federal and local support.	MARYLAND J. N. Carsey Charles County Community College	Ac DI
Special Education -- Proposed legislation would provide for the development of quality education programs for children handicapped because of environmental factors. Proposed by Senator Alfred Beadleston.	NEW JERSEY Senator Alfred Beadleston New Jersey State Legislature	Pro DIS
The State Board is required to adopt rules pertaining to classifying students as educationally disadvantaged for purposes of identifying certain school districts to qualify for the "municipal overburden." (Section 3317.02)	OHIO State Department	Ena DIS mun

Educationally	STATE Resource	Category PRIMARY TOPIC Subtopics
grams for aware Senate des K-10.	DELAWARE Robert C. Hawkins State Department	Achievement DISADVANTAGED
advantaged.	FLORIDA Dr. William Gager Division of Community Colleges State Department	Achievement DISADVANTAGED planning community colleges
gh School Disadvantaged. e in limited	FLORIDA Dr. Harold Stahmer Conference Planning Office 105 Anderson Hall University of Florida Gainesville, Florida 32601	Achievement DISADVANTAGED post-high school conference
orientation Community l support.	MARYLAND J. N. Carsey Charles County Community College	Achievement DISADVANTAGED
gislation nt of quality handicapped s. Proposed	NEW JERSEY Senator Alfred Beadleston New Jersey State Legislature	Proposed Legislation DISADVANTAGED
dopt rules nts as purposes istricts to burden."	OHIO State Department	Enacted Legislation DISADVANTAGED municipal overburden

J. SPECIAL EDUCATION Disadvantaged, Compensatory, Educationally Handicapped	STATE Resource
Aid to the Educationally Disadvantaged. School districts with more than 50 youngsters who receive aid to dependent children (ADC) will now receive $200 for each of these children subject to having an approved program. During the past biennium, the subsidy was $175 per child with a qualifying number of 100 ADC youngsters.	OHIO HB 475
Resource Center -- Adams #50, Westminister. A four-teacher team, differentiated role, educational program for children who are educationally handicapped. Each of the four teachers has a specific role to perform as a team member -- one is a diagnostician, one a programmer, one an implementor, and one an evaluator. They deal with approximately 60 children. Elementary grade level. Federal (Title VI-B), state and local support.	COLORADO John Flynn, Directo of Special Edu Adams County Schoo District #50
Project TOLD -- Project "TOLD" (Tutors of Language Disorders) helped 336 Abilene children in the most direct way possible. It gave them young friends for teachers. These children, held back in school by difficulty in learning to work with words, are the reluctant victims of language disability. They needed more help, more time, and more individual attention than regular classroom teachers could give. Project "TOLD" was funded under Title III of the Elementary and Secondary Education Act for a three-year period. It is now continuing with volunteer student tutors who receive academic credit in education for their work. All grades. Title III.	TEXAS A. E. Wells, Superi Abilene ISD Box 981 Abilene, Texas 796

TION , Compensatory, Educationally	STATE Resource	Category PRIMARY TOPIC Subtopics
ionally Disadvantaged. with more than 50 youngsters o dependent children (ADC) $200 for each of these to having an approved program. iennium, the subsidy was th a qualifying number of s.	OHIO HB 475	Enacted Legislation DISADVANTAGED ADC subsidy
- Adams #50, Westminister. am, differentiated role, am for children who are dicapped. Each of the four ecific role to perform as one is a diagnostician, one a n implementor, and one an deal with approximately mentary grade level. -B), state and local	COLORADO John Flynn, Director of Special Education Adams County School District #50	Achievement EDUCATIONALLY HANDICAPPED differentiated staffing
roject "TOLD" (Tutors of s) helped 336 Abilene children t way possible. It gave them teachers. These children, ol by difficulty in learning s, are the reluctant victims ility. They needed more help, re individual attention than teachers could give. s funded under Title III of the condary Education Act for a . It is now continuing udent tutors who receive n education for their work. e III.	TEXAS A. E. Wells, Superintendent Abilene ISD Box 981 Abilene, Texas 79604	Achievement LANGUAGE DISABILITIES

J. SPECIAL EDUCATION Disadvantaged, Compensatory, Educationally Handicapped	STATE Resource
House Bill 322 concerns learning disabilities. It amends that section of the School Code dealing with "maladjusted children". It lowers the age of eligibility from 5 to 3 and broadens the concept to include children with "specific learning disabilities". Children with specific learning disabilities are those who suffer from a disorder in one or more of the basic psychological processes involved in learning and understanding the language. These disorders would include perceptual handicaps, brain injury, dyslexia, and developmental aphasia.	ILLINOIS HB 322 PA 77-1318
Definition of "Handicapped" Children. Section 75-7801, R. C. M., 1947, recognizes that special education is required for children who are mentally or physically handicapped, but the special needs of children handicapped by learning disabilities are not recognized in the statute. Section 75-7801 should be amended to include a definition for children with learning disabilities so that they may be provided with the special education necessary if their maximum potential is to be realized.	MONTANA State Department
Initiation of state approval of programs for children with learning disabilities. Grades K-12. Federal, state and local support.	VIRGINIA James T. Micklem, Supervisor Special Education State Department

y, Educationally	STATE Resource	Category PRIMARY TOPIC Subtopics
ing disabilities. School Code ldren". It from 5 to 3 and de children with es". Children lities are those one or more ocesses involved the language. perceptual exia, and develop-	ILLINOIS HB 322 PA 77-1318	Enacted Legislation LEARNING DISABILITIES
hildren. Section gnizes that special ldren who are apped, but the dicapped by learning ed in the statute. nded to include h learning be provided with ry if their ealized.	MONTANA State Department	Proposed Legislation LEARNING DISABILITIES
of programs for lities. Grades al support.	VIRGINIA James T. Micklem, Supervisor Special Education State Department	Achievement LEARNING DISABILITIES

J. SPECIAL EDUCATION Disadvantaged, Compensatory, Educationally Handicapped	STATE Resource
Directing the legislative council's education committee to study the educational facilities and practices in Wisconsin's reformatory, rehabilitative and penal institutions.	WISCONSIN AJR 46 Representatives Brown and Miller
Six Phase Program: Wyoming is experiencing significant progress in the establishment and expansion of educational programs and services for children with special needs. The specific activities include a planned sequence of in-service training workshops, summer institutes, extension courses, summer traineeships, academic year fellowships and sequential consultation to assist the development of programs in individual school districts. The sequence of activities is regionalized within the State and will consist of six phases. Phase I will be conducted throughout the school year within a region and will be followed by Phase II in the summer. Phase III and IV will follow into the next school year and summer with Phase V and VI following in the school year and summer. At the culmination of this sequence, the districts within a region will have established programs and will have regionally-trained persons to carry on in-service programs to maintain and improve the services to children with special needs. Phase I and II are the lead-in activities and will progress from region to region with the other phases following. Grades K-12. Title I, ESEA Title III, ESEA Title VI, Part B, PL 90-576.	WYOMING Mr. Thomas L. Morris Director Curricular Services Uni State Department

ory, Educationally	STATE Resource	Category PRIMARY TOPIC Subtopics
uncil's education tional facilities reformatory, titutions.	WISCONSIN AJR 46 Representatives Brown and Miller	Committee PUBLIC OFFENDERS
is experiencing establishment and grams and services eds. The specific sequence of in- summer institutes, aineeships, academic ial consultation programs in The sequence d within the State es. Phase I will school year within d by Phase II in the ll follow into the with Phase V and ear and summer. equence, the ll have established nally-trained persons ams to maintain children with special he lead-in activities n to region with the des K-12. Title I, I, Part B, PL 90-576.	WYOMING Mr. Thomas L. Morris Director Curricular Services Unit State Department	Achievement SPECIAL NEEDS

J. SPECIAL EDUCATION Disadvantaged, Compensatory, Educationally Handicapped	STATE Resource
W. O. R. K. Kit -- Special Needs Student: Same basic format as above with emphasis placed at the occupational level attainable by the Special Student. The W. O. R. K. Kit -- Special Needs contains 75 cards. (vocational) Grades 7-12. PL 91-230, Title VI, Part B, PL 90-576.	WYOMING Mr. Curt Hiltbrunner Program Director Office of Exceptional Child State Department

ry, Educationally	STATE Resource	Category PRIMARY TOPIC Subtopics
eds Student: Same phasis placed at able by the Special -- Special Needs al) Grades 7-12. PL 90-576.	WYOMING Mr. Curt Hiltbrunner Program Director Office of Exceptional Children State Department	Achievement VOCATIONAL

Continuum Design. During 1970-71 The Maryland State Department of Education developed a plan and pilot program entitled: "A Design For A Continuum" of Special Education Services to meet the needs of handicapped children throughout the State. The unique feature of this plan is that the handicapped child will receive specialized services while retaining his affiliation with the regular classroom. The philosophy of this plan further stresses the elimination of categorical labeling (educable retarded, specific learning disability, emotionally disturbed, etc.). The first year results of the study indicate the following: Handicapped children in experimental schools received more services than their counterparts in control schools, and furthermore, handicapped children were served in the new design. Teachers and administrators showed more positive changes in their attitudes toward handicapped children. The changed organizational patterns provided administrators, regular education teachers and special education teachers with more services to meet the needs of the handicapped. (See other MARYLAND items under (Exceptional Children)).

MARYLAND
Mr. Stanley Mopsik
Acting Coordinator
Office of Special
State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
The Maryland veloped a plan Design For A Services to meet throughout this plan is receive ing his sroom. The tresses the ng (educable bility, e first year following: tal schools counterparts re, handicapped design. Teachers sitive changes pped children. ns provided teachers th more handicapped. Exceptional	MARYLAND Mr. Stanley Mopsik Acting Coordinator Office of Special Education State Department	Achievement CONTINUUM

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
A production and distribution center for all kinds of educational and instructional materials for visually handicapped children. Such materials include audio-tapes, audio-tapes with compressed speech, Braille books and materials, large print books, and thermoform replications of objects. A unique aspect of the center is that it also provides to teachers assistance in choosing and utilizing materials and inservice education relating to the educational needs of visually handicapped children. All grade levels. Federal (ESEA, Title VI-B) support.	COLORADO Buck Schrotberger Consultant, Visually Handicapped and Physically Handicapped State Department
Creating a State Commission for the Deaf.	TEXAS HB 1293 By Boyle and Braecklein
Amending Chapter 11, Subchapter A, Education Code, relating to the authorization for school districts to conduct special education classes for deaf children.	TEXAS SB 561 By Brooks
Amending Chapter 11, Subchapter A, Education Code, relating to a program for education of deaf adults.	TEXAS SB 294 By Hightower, et al.
Implementation of legislative mandate to provide educational programs for hearing impaired children. Federal, state and local support. Ages 2-20.	VIRGINIA James T. Micklem, Supervisor, Special Education State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
n center for all tructional materials ldren. Such s, audio-tapes with ooks and materials, oform replications of the center is chers assistance terials and inservice ucational needs of n. All grade e VI-B) support.	COLORADO Buck Schrotberger Consultant, Visually Handicapped and Physically Handicapped State Department	Achievement BLIND resource center
for the Deaf.	TEXAS HB 1293 By Boyle and Braecklein	Enacted Legislation DEAF commission
ter A, Education ization for school education classes	TEXAS SB 561 By Brooks	Enacted Legislation DEAF
ter A, Education for education of	TEXAS SB 294 By Hightower, et al.	Enacted Legislation DEAF adult education
e mandate to provide ring impaired child- al support. Ages	VIRGINIA James T. Micklem, Supervisor, Special Education State Department	Achievement DEAF mandated programs

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
Requires the state board of regents for education to include mentally retarded and/or multi-handicapped persons in the category of exceptional child.	RHODE ISLAND Chapter 210-S344
Programs for the Gifted. Elementary grades. Title III, ESEA.	IOWA Ramon N. Fisher Elementary Coordiant 900 Sumner Avenue Humboldt, Iowa 505
Office of Education for the Gifted. As a means for meeting the needs of the intellectually gifted, the New York State Education Department has been focusing upon the individualization of learning. In order to generate the resources needed to develop a statewide system of individualized learning in all of the schools of the state by July 4, 1981, the Department has been organizing regional individualized learning councils around the state. These councils have been involved in providing the leadership required to implement the individualization of learning in their geographical areas. They develop plans and actions -- strategies and tactics -- for implementing individualized learning on a current and long range basis. They organize clearinghouses of information on the availability of human and non-human resources; they identify programs which are developing in the schools of their area and they provide energy, initiative, and support to assist schools, colleges and other institutions committed to	NEW YORK Roger W. Ming Supervisor Education for the G State Department

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en	STATE Resource	Category PRIMARY TOPIC Subtopics
rd of regents for education tarded and/or multi- the category of exceptional	RHODE ISLAND Chapter 210-S344	Enacted Legislation DEFINITION
l. Elementary grades.	IOWA Ramon N. Fisher Elementary Coordiantor 900 Sumner Avenue Humboldt, Iowa 50548	Achievement GIFTED
r the Gifted. As a means of the intellectually tate Education Department the individualization of generate the resources atewide system of g in all of the schools , 1981, the Department gional individualized nd the state. These olved in providing the implement the earning in their hey develop plans and and tactics -- for imple- learning on a current They organize clearing- on the availability of sources; they identify eloping in the schools provide energy, t to assist schools, titutions committed to	NEW YORK Roger W. Ming Supervisor Education for the Gifted State Department	Achievement GIFTED individualized learning councils teachers inservice training certification BOCES

(continued)

NEW YORK

individualized learning. They spearhead the development of inservice education programs which are integrated with teacher preparation-programs of colleges and universities. Preservice teachers being trained to individualize do their cadet "teaching" in schools that are committed to the implementation of individualized learning. As the cadets do so, they along with the specialists in individualized learning from the colleges provide an ongoing program of inservice education for the staff of the schools that are actively engaged in individualized learning approaches. This collaboration of the State Education Department with the regional individualized learning councils, the schools and colleges are being integrated with an extensive state experimental teacher certification program which is based upon performance rather than on the completion of prescribed curriculum. The organization and functioning of the individualized learning councils is being directly tied in with the state's regional development of compacts of intermediate educational agencies known as boards of cooperative educational services (BOCES). The councils, in effect, are dynamic resource groups which collaborate with the BOCES in the implementation of individualized learning. The achievements and practices which have developed since July, 1971 will continue to grow as they integrate more and more with

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en	STATE Resource	Category PRIMARY TOPIC Subtopics
g. They spearhead the ce education programs ith teacher preparation- nd universities. Preser- ained to individualize ng" in schools that are mentation of individual- cadets do so, they along n individualized learning ide an ongoing program for the staff of the ely engaged in individ- aches. This collabor- cation Department with lized learning councils, es are being integrated e experimental teacher which is based upon n on the completion of The organization and ividualized learning ctly tied in with the opment of compacts of al agencies known as educational services , in effect, are dynamic collaborate with the ation of individualized ments and practices which uly, 1971 will continue to more and more with	NEW YORK	Achievement

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
(continued)	
related practices: humanized education, open education, continuous progress (K-graduate school) ungraded schools, differentiated staffing, external degree programs. They are also being accelerated with increasingly greater and more effective use of educational technology. Grades K-graduate school. State and local support.	NEW YORK
Handicapped Children's Nature Study Center. Elementary grades. Title III, ESEA.	IOWA Mr. David Lanagha 1523 South Fairmon Davenport, Iowa 5
State Board directed to prepare plan and feasiblity studies for programs for seriously handicapped children to be submitted to the Joint Study Committee on Education.	CONNECTICUT Special Act 92
Helped special education section of the Division of Instruction in implementation and evaluation of a pilot study of the "Design of Continuance of Services" (An innovative program developed to help students with special learning difficulties). Elementary level. State and federal support.	MARYLAND Dr. Thomas E. Finc State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
ducation, ress (K- ls, al degree accelerated ore effective Grades K- al support.	NEW YORK	Achievement
tudy Center. ESEA.	IOWA Mr. David Lanaghan 1523 South Fairmont Street Davenport, Iowa 52802	Achievement NATURE STUDY
plan and for to be mmittee	CONNECTICUT Special Act 92	Enacted Legislation PLANNING studies
n of the ementation of the "Design innovative nts with special tary level.	MARYLAND Dr. Thomas E. Finch State Department	Achievement PILOT STUDY implementation evaluation

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
EPDA Project. "The Training of Regular Educators, Parents and Ancillary Personnel to Work With Handicapped Children". In order to assess the feasibility of the continuum concept and design, a two year pilot study was implemented in four schools in the State. The services provided in these four pilot schools include: (1) a diagnostic-prescriptive teacher and aide (2) a resource room teacher and aide and (3) increased ancillary services. The goals and objectives of the continuum design are concomitant with those of this project. Support for both child and teacher is of importance in order to maintain as many children as possible in regular classrooms, eliminate categorical labeling and provide each child, regardless of his educational needs and learning styles, the opportunity to benefit from interaction with his peers. Grades K-3. Federal support.	MARYLAND Dr. Roger Meehan Rockland Elementary School 8510 High Ridge Road Elicott City, Maryland 2104
Senate bill 1124 amends the School Code to provide for the annual registration, with the Office of the Superintendent of Public Instruction, of children 3-21 years of age who are ineligible to attend public school, special education facilities because of the nature or severity of their disability.	ILLINOIS SB 1124 PA 77-716

	STATE Resource	Category PRIMARY TOPIC Subtopics
egular Personnel n". In f the two year our schools ided in these a diagnostic-) a resource creased nd objectives omitant with for both child rder to main- e in regular l labeling ss of his tyles, the raction deral	MARYLAND Dr. Roger Meehan Rockland Elementary School 8510 High Ridge Road Elicott City, Maryland 21043	Achievement PILOT STUDY diagnostic-prescriptive
ol Code to ion, with the Public ars of age who school, ause of the bility.	ILLINOIS SB 1124 PA 77-716	Enacted Legislation REGISTRATION

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
Curriculum development for the education of Educable Mentally Handicapped. Teachers of educable mentally handicapped children from three school districts are developing guidelines for developing curriculum. The model that is being developed is being field tested in their own classrooms. The guide will be disseminated throughout the state through regional institutes coordinated by the Colorado Department of Education. All grade levels. Federal (ESEA, Title VI-B), State and local support.	COLORADO Larry Reynolds Administrator in Cha Special Educatio Adams County School
Project: Basic Communication Skills Development for the Trainable Mentally Handicapped Through the Motivation of Music. Grades K-12. Title III, ESEA.	IOWA State Department
Under Am. Sub. HB 475, Ohio school districts are now responsible for the transportation of educable mentally retarded children to school. The State Board of Education has been given the responsibility of setting guidelines for EMR transportation.	OHIO HB 475

	STATE Resource	Category PRIMARY TOPIC Subtopics
the education of ped. Teachers of ped children from developing guide- culum. The model being field tested he guide will be e state through nated by the cation. All grade le VI-B), State	COLORADO Larry Reynolds Administrator in Charge of Special Education, Adams County School District #1	Achievement RETARDED curriculum
ion Skills ble Mentally tivation of e III, ESEA.	IOWA State Department	Achievement RETARDED music
school districts e transportation of children to school. on has been given ing guidelines	OHIO HB 475	Enacted Legislation RETARDED transportation

Retarded Children - The opinion handed down by the U. S. District Court for the Eastern District of Pennsylvania, Pennsylvania Association for Retarded Children - Nancy Beth Bowman, et. al., versus the Commonwealth of Pennsylvania, et. al., will cause major changes in the Public School Code of 1949, as amended, with respect to the public education of retarded children. Previous delays in accepting certain retarded children until eight years of age are now negated, as well as denying "uneducables" and/or "untrainables" a public education by institutionalization under the Department of Public Welfare. This option will require drastic educational change affecting approximately 100,000 retarded children.	PENNSYLVANIA Civil Act No. 71-42 U. S. District Court for the Eastern District of Pennsylvania
Growth and development of special education programs, especially in the areas of the mentally retarded and the gifted. All public school levels. State, local and federal support.	PENNSYLVANIA Dr. William H. Ohrtman State Department
The development of a full range of services for exceptional children in a multi-county rural area. The help given these children will consist primarily of individualized instruction through a diagnostic-prescriptive process conducted by teachers, tutors, and specialists. Grades pre-K, K-12. Title III and Title VI, ESEA, state and local support.	MINNESOTA Dr. Marvin Hammarback Director 119 1/2 North Broadway Crookston, Minnesota 56716

	STATE Resource	Category PRIMARY TOPIC Subtopics
1 handed down by ie Eastern District \ssociation for Bowman, et. al., nsylvania, et. al., e Public School respect to the iildren. Previous tarded children ow negated, as ind/or "untrain- istitutionalization Welfare. This ucational change 0 retarded	PENNSYLVANIA Civil Act No. 71-42 U. S. District Court for the Eastern District of Pennsylvania	Enacted Legislation RETARDED equalization
ial education eas of the ed. All public nd federal	PENNSYLVANIA Dr. William H. Ohrtman State Department	Achievement RETARDED gifted
e of services multi-county ese children vidualized ic-prescriptive tutors, and 12. Title III local support.	MINNESOTA Dr. Marvin Hammarback Director 119 1/2 North Broadway Crookston, Minnesota 56716	Achievement RURAL individualized instruction diagnostic-prescriptive

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
House Bill 323 lowers the age of special education eligibility for maladjusted, educable mentally handicapped, trainable mentally handicapped, and speech defective children from 5 to 3 years.	ILLINOIS HB 323 PA 77-1319
New legislation permits public school personnel to provide instruction to handicapped children under the age of six years (ages one to five).	NORTH CAROLINA State Department
ITV Series. In an effort to acquaint both regular and special class teachers with diagnostic and prescriptive teaching techniques the Maryland State Department of Education is developing a 15 tape Instructional Television Series. The series will focus on teacher attitudes, learning styles of children, math and reading, language development, and behavioral management. Project Impact, EPDA and the ITV Series are projects that support the Continuum Design by enabling increased services for handicapped children in terms of number scope and quality. Grades K-3. State and federal support.	MARYLAND Miss Lucy Hession Project Director State Department
Helped ITV Division in conducting several formative evaluation activities for the ITV Series. Elementary and secondary levels. State support.	MARYLAND Mr. Lillstrom State Department

N dren	STATE Resource	Category PRIMARY TOPIC Subtopics
s the age of special y for maladjusted, ndicapped, trainable , and speech defective years.	ILLINOIS HB 323 PA 77-1319	Enacted Legislation SCHOOL AGE
its public school personnel on to handicapped children years (ages one to five).	NORTH CAROLINA State Department	Enacted Legislation SCHOOL AGE
ffort to acquaint both class teachers with riptive teaching and State Department of ing a 15 tape Instruction- . The series will focus , learning styles of eading, language develop- management. Project ITV Series are projects tinuum Design by enabling or handicapped children cope and quality. Grades ral support.	MARYLAND Miss Lucy Hession Project Director State Department	Achievement TELEVISION diagnostic-prescriptive teacher training
in conducting several activities for the ary and secondary levels.	MARYLAND Mr. Lillstrom State Department	Achievement TELEVISION evaluation

J. SPECIAL EDUCATION Exceptional Children	STATE Resource
Specialized facilities for transportation of handicapped students. Proposed by Judson D. Finley, Ph.D.	ARIZONA Judson R. Finley, Ph.D. Division of Vocational Rehabilitation Vocational Evaluation State Department of Ed 1620 Polk Street Phoenix, Arizona 8500
Vocational Education for the handicapped -- Vocational horticulture program at the state hospital for the mentally retarded to make students employable at Greenhouse operations and small farms in such occupations as Greenhouse and nursery, grower, landscape maintenance and floral assistant -- purpose -- to test feasibility for spread of practice. Ungraded. State and local support.	NEW MEXICO Charles Morrison State Superintendent Agriculture, Vocati Education Division State Department
Project Impact: Eighty teachers were trained to function in two specific programs of the continuum design. The teachers engaged in a comprehensive three week summer workshop and three weeks of practicum experience during the school year. Goals of the project were: (1) Alter attitudes of participating teachers so that they may view children as individuals and not as categorical (educable, emotionally disturbed, learning disabled beings. (2) Provide teachers with diagnostic techniques so as to determine children's strengths and weaknesses. (3) To stress diagnosis through teacher rather than diagnosis through testing. (4) To stress continuous communication with the regular classroom teacher and ancillary personnel. Grades K-3. Federal, Title VI, Parts B and D, support.	MARYLAND Mr. Bill Coviello Project Director Federal Programs Speci State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
transportation of osed by Judson	ARIZONA Judson R. Finley, Ph.D. Division of Vocational Rehabilitation Vocational Evaluation Unit State Department of Education 1620 Polk Street Phoenix, Arizona 85006	Proposal TRANSPORTATION
e handicapped -- gram at the state etarded to make nhouse operations upations as wer, landscape istant -- purpose -- ead of practice. support.	NEW MEXICO Charles Morrison State Superintendent for Agriculture, Vocational Education Division State Department	Achievement VOCATIONAL horticulture
achers were trained to rograms of the continuum ged in a comprehensive and three weeks of the school year. (1) Alter attitudes o that they may view not as categorical turbed, learning ide teachers with diag- determine children's (3) To stress diag- er than diagnosis tress continuous ular classroom teacher Grades K-3. Federal, upport.	MARYLAND Mr. Bill Coviello Project Director Federal Programs Specialist State Department	Achievement WORKSHOP diagnostic-prescriptive teacher training

J. SPECIAL EDUCATION General	STATE Resource
Allows trustees of school districts to establish and maintain a special education class or program for mentally retarded or physically handicapped persons not less than 21 or more than 25 years of age; provides that such programs will be eligible for financial assistance in accordance with 75-7813, 7815, (75-7806, 7816) Signed March 1; no effective date.	MONTANA HB 450
House Bill 1076 prevents the assignment to special education classes of children whose first language is other than English until tests in the student's own language show that this action is necessary.	ILLINOIS HB 1076 PA 77-1523
School districts may contract with public, private or volunteer agencies for training and services for handicapped children.	MINNESOTA Chapter 689 of th Session Laws.
Legislation to provide equal educational opportunity for handicapped children. Proposed by the State Department of Education.	MAINE Beverly Trenholm, Guidance and Speci State Department
Evaluation of special education programs.	CONNECTICUT PA 326

N	STATE Resource	Category PRIMARY TOPIC Subtopics
chool districts to in a special education mentally retarded or ed persons not less 25 years of age; programs will be eligible ance in accordance with 806, 7816) Signed e date.	MONTANA HB 450	Enacted Legislation ADULT EDUCATION
ents the assignment to asses of children whose her than English until 's own language show that sary.	ILLINOIS HB 1076 PA 77-1523	Enacted Legislation DIAGNOSTIC bilingual
contract with public, agencies for training ndicapped children.	MINNESOTA Chapter 689 of the 1971 Session Laws.	Enacted Legislation EDUCATION CONTRACTS
de equal educational icapped children. Proposed ent of Education.	MAINE Beverly Trenholm, Director Guidance and Special Education State Department	Proposed Legislation EQUALIZATION
l education programs.	CONNECTICUT PA 326	Enacted Legislation EVALUATION

J. SPECIAL EDUCATION General	STATE Resource
A legislative provision to update and keep current with costs the State's share of public school expenditures for transportation and special education. The percentage of State aid is determined by dividing the median state per pupil valuation by the State per pupil of a district and multiplying by 75%. No district may receive more than 97% nor less than 13% assistance.	MAINE Chapter 512, 1971.
The base support of special education both for gifted and handicapped children was broadened.	OKLAHOMA HB 1125
Relating to mandatory education for exceptional children providing that each county, municipal or other Board of Education in the State of Alabama and the school district associated therewith shall provide not less than thirteen years of appropriate instruction and related special services for such exceptional children at public expense.	ALABAMA Senate Bill No. 13
Mandatory Special Education -- All school districts will submit a plan by July 1, 1973, in which they will indicate how they will provide educational services for all handicapped children by July 1, 1974, and thereafter, related legislation to provide full funding of current legislation.	COLORADO SB 78, CRS 123-22-8

	STATE Resource	Category PRIMARY TOPIC Subtopics
te and keep share of transportation rcentage of State he median state te per pupil y 75%. No 97% nor less	MAINE Chapter 512, 1971.	Enacted Legislation FINANCE formula transportation
ucation both ldren was	OKLAHOMA HB 1125	Enacted Legislation FINANCE foundation
n for exceptional ounty, municipal the State of t associated ss than thirteen on and related ptional	ALABAMA Senate Bill No. 13	Enacted Legislation MANDATED PROGRAMS
All school dis- uly 1, 1973, in hey will pro- all handicapped thereafter, full funding	COLORADO SB 78, CRS 123-22-8	Enacted Legislation MANDATED PROGRAMS

J. SPECIAL EDUCATION General	STATE Resource
Handicapped Persons, Community Center Enrollment, Purchase of Services by School Districts. Requires school districts to purchase services for resident school-age persons enrolled in a community center for the mentally retarded in an amount equal to the amount raised per pupil for average daily attendance entitlement (ADAE) in the district by the levy for the amount raised per pupil in average daily attendance entitlement in the district from the school district's foundation levy.	COLORADO HB 1068 Amends 71-8-2
Phase I and Phase II Comprehensive Planning for State Mandated Special Education Programs for all Handicapped School Age Children. Elementary and high school level. Federal, state and local support.	INDIANA Gil Bliton, Special Education Div State Department
When a mentally, emotionally, or physically handicapped pupil is withdrawn from a public school becuase such attendance is detrimental to his progress, the county board of education or the Board of School Commissioners of Baltimore City shall make some other appropriate provision for the child's education. If no appropriate educational program is immediately available, interim provision for the child's education shall be made until such time that appropriate placement becomes available.	MARYLAND HB 328
Mandatory Special Education, Statewide Plan (effective July 1, 1972).	MICHIGAN Act. No. 198, Public Acts of 1971.

	STATE Resource	Category PRIMARY TOPIC Subtopics
ty Center Enrollment, ol Districts. purchase services ons enrolled in a tally retarded in an aised per pupil for itlement (ADAE) in the amount raised ttendance entitlement ool district's	COLORADO HB 1068 Amends 71-8-2	Enacted Legislation MANDATED PROGRAMS funding
ensive Planning ducation Programs ge Children. evel. Federal,	INDIANA Gil Bliton, Special Education Division State Department	Achievement MANDATED PROGRAMS planning
, or physically wn from a public ce is detrimental board of education ssioners of me other appropriate ucation. If no ram is immediately for the child's l such time that s available.	MARYLAND HB 328	Enacted Legislation MANDATED PROGRAMS
Statewide Plan	MICHIGAN Act. No. 198, Public Acts of 1971.	Enacted Legislation MANDATED PROGRAMS

J. SPECIAL EDUCATION General	STATE Resource
Mandating education for trainable mentally retarded to be provided after July 1, 1971 either within the district or in another district.	MINNESOTA Chapter 689 of the 1971 Session Laws
Amends Sections 75-7805, 7806, 7807 pertaining to the establishment of special education classes by school districts to include that at least one applicable special education class be established when there are seven or more trainable mentally retarded children in the district. Signed March 1; no effective date.	MONTANA HB 489
Education Required -- This makes education for all handicapped children mandatory, if they are capable of benefitting by such instruction, regardless of the handicap. Effective date of this change is August 29, 1971.	NEW HAMPSHIRE RSA 186-A:6
Establishment of Programs -- This now states that school districts shall establish programs for handicapped children as approved by the state board of education. Eligibility for such an education shall be determined by the school board in accordance with regulations prescribed by the state board of education. The local board shall pay tuition for such children if no program is provided as stipulated above. Effective date of this change is August 29, 1971.	NEW HAMPSHIRE RSA 186-A:7

	STATE Resource	Category PRIMARY TOPIC Subtopics
ntally , 1971 ther	MINNESOTA Chapter 689 of the 1971 Session Laws	Enacted Legislation MANDATED PROGRAMS
pertaining ation de that ation seven or ldren effective	MONTANA HB 489	Enacted Legislation MANDATED PROGRAMS
ucation for if they nstruction, ive date	NEW HAMPSHIRE RSA 186-A:6	Enacted Legislation MANDATED PROGRAMS
ow states sh programs by the ity for ed by the ulations ucation. or such as f this	NEW HAMPSHIRE RSA 186-A:7	Enacted Legislation MANDATED PROGRAMS

J. SPECIAL EDUCATION General	STATE Resource
Tuition of Handicapped Children -- The school district in which a handicapped child resides is liable for the state average tuition as defined in this statute if such child is assigned to a public or private school within or outside the state provided it has been approved for such training by the state board of education. Effective date of this change is August 29, 1971.	NEW HAMPSHIRE RSA 186-A:8
Facilities for the Handicapped -- Permits the Commissioner of Education to compel regionalization of classes and facilities for handicapped children; increases State aid.	NEW JERSEY Chapter 256, Laws of 1970
Mandatory program for handicapped children.	SOUTH CAROLINA SB 260 (Grimes) HB 1375 (T. Smith)
Legislation recommended proposed during Legislative Session beginning in January, 1972. Mandate for State Department of Education to provide educational programs for physically handicapped, emotionally disturbed, and mentally retarded children between the ages of two and twenty-one. Proposed by Virginia Advisory Legislative Council, Sub-committee on Handicapped Children and Adults.	VIRGINIA The Honorable Henry Howell, Jr., Chairm Virginia State Senate State Capitol Buildin Richmond, Virginia 2
A master plan for special education is under way to give education for the handicapped and the gifted a sense of cohesion and direction.	CALIFORNIA State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
ildren -- The school capped child state average s statute if such blic or private the state provided such training by ion. Effective gust 29, 1971.	NEW HAMPSHIRE RSA 186-A:8	Enacted Legislation MANDATED PROGRAMS
apped -- Permits the to compel region- facilities for reases State aid.	NEW JERSEY Chapter 256, Laws of 1970	Enacted Legislation MANDATED PROGRAMS regions
dicapped children.	SOUTH CAROLINA SB 260 (Grimes) HB 1375 (T. Smith)	Proposed Legislation MANDATED PROGRAMS
roposed during ning in January, Department of ational programs d, emotionally etarded children nd twenty-one. sory Legislative Handicapped	VIRGINIA The Honorable Henry Howell, Jr., Chairman Virginia State Senate State Capitol Building Richmond, Virginia 23219	Proposed Legislation MANDATED PROGRAMS
education is on for the d a sense of	CALIFORNIA State Department	Achievement MASTER PLAN

J. SPECIAL EDUCATION General	STATE Resource
Virginia Advisory Legislative Council is studying the needs of handicapped children in Virginia.	VIRGINIA State Department
House Bill 648 provides tuition grants to a maximum of $500 per student for handicapped children attending non-public schools or special education facilities during the summer. The school districts providing the tuition are provided with reimbursements for payments in excess of $100 per student.	ILLINOIS HB 648 PA 77-1323
Definition of procedure for review and/or hearing on request by parent or guardian of programs for exceptional children.	CONNECTICUT PA 667
Providing Special Education services for children of all school systems upon petition from local adult citizenry.	NEW MEXICO Chapter 109 New Mexico Laws of 1971
Foundation program aids are now provided for pre-school handicapped children to school districts providing an education program for such children.	MINNESOTA Chapter 829

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	STATE Resource	Category PRIMARY TOPIC Subtopics
ouncil is ped	VIRGINIA State Department	Council NEEDS ASSESSMENT
n grants to a r handicapped schools or uring the providing the bursements per student.	ILLINOIS HB 648 PA 77-1323	Enacted Legislation NON-PUBLIC tuition
view and/or r guardian ildren.	CONNECTICUT PA 667	Enacted Legislation PARENT REVIEW
rvices for upon petition	NEW MEXICO Chapter 109 New Mexico Laws of 1971	Enacted Legislation PETITIONS
w provided ldren to education	MINNESOTA Chapter 829	Enacted Legislation PRESCHOOL foundation

J. SPECIAL EDUCATION General	STATE Resource
Regional Special Education Centers. In keeping with the regionalization plan of the Montana Mental Health, Mental Retardation Committee of 1965, the Special Education Instructional Materials Center for Montana has been organized to distribute materials in all 5 regions of the state. Three of these regions have satellite centers coordinated by the Instructional Materials Center located in the State Superintendent's Office. The centers have professional personnel and facilities available to help special education teachers design methods of working with individual students. The regionalization concept encourages cooperation among school districts in providing the best possible programs for the education of handicapped children.	MONTANA State Department
Resource Center in every public school in Windward Oahu District. (An attempt to integrate special education students into the mainstream by providing them with special instructional help based on diagnosis.)	HAWAII Mr. Kengo Takata Deputy District Superintendent Windward Oahu Distri DOE, 45-955 Kamehame Kaneohe, Hawaii 967
Directing the legislative council's education committee to study the education and transportation of handicapped children. Report to the 1972 legislature.	WISCONSIN AJR 100 Representatives Brow and others

N	STATE Resource	Category PRIMARY TOPIC Subtopics
cation Centers. In ionalization plan of ealth, Mental e of 1965, the Special nal Materials Center organized to distribute egions of the state. ns have satellite centers nstructional Materials e State Superintendent's have professional ties available to help achers design methods vidual students. The ept encourages cooperation ts in providing the ns for the education of .	MONTANA State Department	Achievement REGIONS
very public school in ct. (An attempt to ucation students into oviding them with l help based on	HAWAII Mr. Kengo Takata Deputy District Superintendent Windward Oahu District DOE, 45-955 Kamehameha Avenue Kaneohe, Hawaii 96744	Achievement RESOURCE CENTER diagnostic
ative council's education he education and ndicapped children. egislature.	WISCONSIN AJR 100 Representatives Brown and others	Committee STUDY transportation

J. SPECIAL EDUCATION General	STATE Resource
Special Education -- SB 249 requires home counties of mentally and physically handicapped children to pay tuition to local school districts where such children attend regardless of whether they reside at a state institution. (75-7810) Signed March 10; no effective date.	MONTANA SB 249
Restrictions on Units for Handicapped Children-- Delaware schools are financed on the basis of a pupil unit program. This means that the State will provide the services of a teacher and certain operating expenses for each 20 pupils enrolled in a secondary school and each 25 pupils enrolled in an elementary school. In addition to this phase of the unit program, there are especially-sized units provided for children of various mental and physical handicaps. The 125th General Assembly of the State of Delaware imposed a limitation on the growth of the special units, so that in the school year 1970-71 the State as a whole was allowed to increase its units of handicapped children by only eight and one-half percent of the previous year's number. This restriction was raised to nine percent for the school year of 1971-72 and to ten percent for 1972-73. School districts found this restriction extremely damaging to the program for mentally and physically handicapped children. The 126th General Assembly lifted a portion of the restriction through Senate Substitute No. 4 for Senate Bill No. 65. This bill removes	MARYLAND Laws of Delaware Vol. 58, Chapter 228; i.e., SS-4 for SB-65, 126th G. A.

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	STATE Resource	Category PRIMARY TOPIC Subtopics
s home handi- ocal n attend t a state ch 10;	MONTANA SB 249	Enacted Legislation TUITION
ed Children-- e basis of a t the State her and 20 pupils each 25 hool. In program, ovided for ical handi- f the State the growth e school as allowed ed children of the iction was ol year of -73. School tremely y and he 126th f the te No. 4 removes	MARYLAND Laws of Delaware Vol. 58, Chapter 228; i.e., SS-4 for SB-65, 126th G. A.	Enacted Legislation UNIT SIZE

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restriction from units for educable and trainable mentally retarded, orthopedically handicapped, blind, and deaf but held a ten percent growth restriction on children with learning disabilities and those with social and emotional maladjustments. Estimates concerning the extent of the restriction vary from just over 2,000 children, based upon reports by psychologists, to more than 4,000 children, when one applies percentages of incidence as reported by the Council for Exceptional Children and the Bureau of the Handicapped, USOE.

MARYLAND

Vocational Education for Handicapped and Disadvantaged Youth and Adults. The Development of Vocational and Occupational Skills staff provided assistance in developing 10 new vocational education programs specifically designed for youth and adults identified as handicapped or disadvantaged, making a total of 55 such programs in Montana. These programs were conducted in small rural high schools and high schools with high Indian student populations. The use of teacher aides was secured to assist handicapped and disadvantaged youth and adults succeed in regular vocational education classes and in special remedial vocational education classes.

MONTANA
State Department

ION	STATE Resource	Category PRIMARY TOPIC Subtopics
nits for educable and retarded, orthopedically , and deaf but held a ten triction on children with ies and those with social djustments. Estimates ent of the restriction vary 00 children, based upon ogists, to more than 4,000 applies percentages of ted by the Council for en and the Bureau of the	MARYLAND	Enacted Legislation
on for Handicapped and h and Adults. The ational and Occupational ded assistance in vocational education lly designed for youth ied as handicapped or ing a total of 55 such a. These programs were rural high schools and high Indian student use of teacher aides ist handicapped and h and adults succeed nal education classes edial vocational	MONTANA State Department	Achievement VOCATIONAL adult education

K. TEACHERS AND SCHOOL PERSONNEL Aides, Paraprofessional, Non-certificated	STATE Resource
Directing the legislative council's education committee to study the use of teacher aides in the schools and their appropriate role in the educational system. Report to the 1973 legislature.	WISCONSIN AJR 87 Representatives Brown and Ferrall
Project: Satellite Library Media Center (paraprofessional training). K-6. Title III ESEA.	IOWA State Department
To provide that certain school bus drivers, mechanics, and maintenance workers in any public school or public college may become members of the Teachers' Retirement System.	ALABAMA SB 250 Act 2307
Non-Professional Salaries: Non-professional employees who earn less than $4.50 per hour will receive a wage increase of 20 cents per hour, effective January 1, 1972. This increase is less any pay increase granted employees after June 30, 1971.	OHIO HB 475
Adds a cost of living index provision to the present retirement law.	MARYLAND SB 22

certificated	STATE Resource	Category PRIMARY TOPIC Subtopics
's education cher aides in role in the e 1973	WISCONSIN AJR 87 Representatives Brown and Ferrall	Committee AIDES study
Center . Title	IOWA State Department	Achievement PARAPROFESSIONAL libraries
s drivers, s in any ay become nt System.	ALABAMA SB 250 Act 2307	Enacted Legislation RETIREMENT bus drivers mechanics
rofessional 0 per hour 0 cents per This increase employees	OHIO HB 475	Enacted Legislation NONPROFESSIONALS salaries
sion to the	MARYLAND SB 22	Enacted Legislation RETIREMENT cost-of-living

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Teachers: Hospital and Medical Insurance: SB 286 Scholarships: SB 150 Tenure: HB 1414 Tuition: HB 1304 Senators Harrelson and Carrison, and Representatives Duncan and Hodges.	SOUTH CAROLINA SB 286 SB 150 HB 1414 HB 1304
Redefines final annual compensation as the three highest years.	MARYLAND HB 829
Committee to study approaches to additional compensation for teachers pursuant to 1971 Appropriations Bill. Teacher compensation.	SOUTH CAROLINA 1971 Appropriations Bi
Restriction on Contracts -- Recently enacted legislation had the effect of denying contracts to all school employees except professional educators and restricting those contracts first to a term of one year and second to the proviso that the contract would not be valid until such time as funds had been appropriated in support of the contract. There seems now to be question concerning whether such provisions can in fact constitute a contract. The Boards of Education of Delaware school districts and the administrators of those school districts indicate that to recruit teachers and other school personnel, under the terms described above, would be extremely difficult and in some cases impossible because of the complete lack of security offered to those persons who would be invited to work in Delaware. Since 76% of Delaware educators are recruited from persons trained outside the State of Delaware, it seems appropriate that the provisions for contract as set forth in Delaware Code, Title 14, ss.1329 be restored.	DELAWARE Laws of Delaware, Vol. 58, Chapter 306, Section 6. i.e., SB 477, 126th General Assembly

PERSONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
urance: SB 286 rships: SB 150 Tenure: HB 1414 uition: HB 1304 arrison, and nd Hodges.	SOUTH CAROLINA SB 286 SB 150 HB 1414 HB 1304	Proposed Legislation BENEFITS insurance scholarships tenure tuition
ompensation as the	MARYLAND HB 829	Enacted Legislation COMPENSATION
aches to additional s pursuant to 1971 acher compensation.	SOUTH CAROLINA 1971 Appropriations Bill	Committee COMPENSATION study
-- Recently enacted ct of denying contracts except professional g those contracts first d second to the proviso not be valid until such ppropriated in support seems now to be question provisions can in fact The Boards of Education icts and the administra- tricts indicate that to er school personnel, d above, would be in some cases impossible lack of security offered ld be invited to work in Delaware educators are rained outside the State propriate that the pro- set forth in Delaware be restored.	DELAWARE Laws of Delaware, Vol. 58, Chapter 306, Section 6. i.e., SB 477, 126th General Assembly	Enacted Legislation CONTRACTS

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Employment and Dismissal (Tenure). The 1971 General Assembly enacted a "fair employment and dismissal act for instructional personnel." Personnel policies and practices of local boards of education will need to be revised and possibly revised to conform to the provisions of this act.	NORTH CAROLINA State Department
Dismissal Referees -- Ohio teachers who receive notice of a board's intent to terminate their contract now have the option of having hearings before a referee or their school board. A list of possible referees is to be compiled by the superintendent of public instruction from lists of electors provided by the state bar association. Upon notice that a teacher has requested a referee, the superintendent of public instruction picks three names from the list. If the teacher and the school board cannot agree on a referee, the state superintendent is to appoint one.	OHIO HB 475
A fair dismissal procedure to provide job security for professional educators has been proposed by the Oklahoma Education Association.	OKLAHOMA Representative Lonnie Abbott

ERSONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
(Tenure). The 1971 a "fair employment tructional personnel." actices of local need to be revised onform to the	NORTH CAROLINA State Department	Enacted Legislation DISMISSAL fair employment
o teachers who receive t to terminate their ion of having hearings school board. A list o be compiled by the instruction from lists he state bar associa- teacher has requested dent of public instruc- om the list. If the ard cannot agree on a ntendent is to appoint	OHIO HB 475	Enacted Legislation DISMISSAL
e to provide job educators has been Education	OKLAHOMA Representative Lonnie Abbott	Proposed Legislation DISMISSAL

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Personnel -- Changes Teacher Tenure Law to "Fair Dismissal Law" and revises procedure for dismissal of permanent teachers. Creates Fair Dismissal Appeals Board consisting of four members appointed by the Governor subject to Senate confirmation and prescribes review procedure for resolving dismissal cases. Requires annual evaluation of teachers and maintenance of personnel records by superintendent of districts with an average daily membership of more than 500 students. Declares state policy that State Board of Education consider professional skills and work experience as well as educational background in determining qualifications for administrative certificates. Makes other changes. Effective July 1, 1971.	OREGON SB 131
Providing disqualification of certain employees of an institution of education during periods between academic years.	ALABAMA HB 517 Act 88
Major reforms in teacher evaluation and dismissal. Department of Education authorized to develop flexible guidelines to aid districts in carrying out the evaluation side of the reform. New evaluation guidelines to meet AB 293 for the 1972-73 school year.	CALIFORNIA AB 293

L PERSONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
eacher Tenure Law to nd revises procedure nent teachers. Creates Board consisting of by the Governor subject and prescribes review g dismissal cases. Re- on of teachers and el records by ricts with an average re than 500 students. that State Board of fessional skills and l as educational ing qualifications for cates. Makes other ly 1, 1971.	OREGON SB 131	Enacted Legislation DISMISSAL
tion of certain tution of education academic years.	ALABAMA HB 517 Act 88	Enacted Legislation DISQUALIFICATION
er evaluation and of Education flexible guidelines rrying out the reform. New to meet AB 293 for r.	CALIFORNIA AB 293	Enacted Legislation EVALUATION dismissal guidelines

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Extended Service. Over $10 million was appropriated by the legislature to fund districts to allow extended service for teaching and administrative personnel during the summer months. Funding for the past two years has been $8 million.	OHIO HB 475
Brief description of the project or proposal. The 1971 General Assembly took a major step in extending the term of principals of schools with 14 or more teachers to 12 calendar months for the second year of the biennium. It is our firm conviction that full career employment for teachers (10 calendar months of employment) should be the first priority item for education by the 1973 General Assembly. The 10-month term of employment for school employees represents a dramatic and significant shift in emphasis from a "work by day" concept to the concept of full career employment. It is the position of the State Board of Education and the State Superintendent of Public Instruction that implementation of this concept is one of the truly critical needs facing education in North Carolina today. This concept allows time for teachers, without students, to do far better and more comprehensively those things which lack of time has often forced them to do in a somewhat superficial manner in the past. The 10-month term would allow the teachers' schedule to include time to plan, time to prepare, time to think, time to work with	NORTH CAROLINA Eugene Causby Assistant State Superintendent for Personnel Relations and Public Affairs State Department

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	STATE Resource	Category PRIMARY TOPIC Subtopics
appro- ricts to admin- onths. $8	OHIO HB 475	Enacted Legislation EXTENDED SERVICE funding
posal. step schools months t is mployment ployment) ducation month hift in o the is the on and ruction one of ion in ows do far hings em to do e past. hers' to ith	NORTH CAROLINA Eugene Causby Assistant State Superintendent for Personnel Relations and Public Affairs State Department	Proposed Legislation EXTENDED SERVICE

(continued)

parents, and time for curriculum planning. It would enable school systems to incorporate in-service education programs into the term of employment, rather than relegating this most important function to a free-time, voluntary, catch-as-catch-can operation. Implementation of the concept will lead to greater emphasis on "year-round" use of public school facilities and should lead to some early pilot projects in this area. For the teacher, the 10-month term provides (in addition to an increase in annual salary) the added security of career employment, greater stability based on the foreknowledge of what the school schedule for the year will be, and the growth in professional stature which must inevitably result from professional career employment. For the children and for the public, the many thousands of man-hours of additional effort by dedicated and effective professional personnel could well result in the most dramatic improvements and expansions in the educational process and the performance of children in our schools which have occurred in the last 50 years. Proposed by the State Department of Public Instruction.

NORTH CAROLINA

Extended Term.

1. Teachers will be provided 2 additional work days, so that the total term of employment for teachers will be 187 days during 1972-73.
2. Principals (of schools with 15 or more State-aloted teachers) will be employed for 12 calendar months during 1972-73.
3. Supervisors will be employed for 10 1/2 months instead of the present 10 months during 1972-73.

NORTH CAROLINA
State Department

IOOL PERSONNEL es	STATE Resource	Category PRIMARY TOPIC Subtopics
r curriculum planning. ol systems to incorporate n programs into the term of han relegating this most o a free-time, voluntary, peration. Implementation lead to greater emphasis of public school facilities ome early pilot projects he teacher, the 10-month dition to an increase in dded security of career stability based on the t the school schedule for d the growth in profession- t inevitably result from employment. For the public, the many thousands tional effort by dedicated sional personnel could well ramatic improvements and ucational process and the ren in our schools which last 50 years. Proposed ent of Public Instruction.	NORTH CAROLINA	Proposed Legislation
provided 2 additional work e total term of employment be 187 days during 1972-73. chools with 15 or more State- will be employed for 12 during 1972-73. be employed for 10 1/2 months resent 10 months during 1972-73.	NORTH CAROLINA State Department	Enacted Legislation EXTENDED SERVICE work days principals supervisors

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource	Categ PRIMA Subto
Group Life Insurance for Employees of the State of Delaware. On its face value, this bill does not seem to offer great impact on the classrooms of Delaware. On the other hand, it is anticipated that this State-supported, fringe benefit will be of value in recruiting teachers to the State of Delaware and encouraging high quality teachers to remain in the State. Beginning January 1, 1972 the State of Delaware will underwrite the substantial portion of the cost of group life insurance in behalf of every State Employee. The general terms of the coverage will be salary to the next nearest, highest thousand dollars with the top limitation at $20,000.00.	DELAWARE Laws of Delaware, Vol. 58, Chapter 236; i.e., SB-274, 126th G.A.	Enact INSUR recru reten
Requires that the Board of School Commissioners of Baltimore City and the county boards of education shall carry comprehensive liability insurance to protect the board and its agents and employees. The State Board of Education must develop standards and guidelines for the insurance policies and these will be distributed to the school systems at a later date.	MARYLAND HB 610	Enact INSUR
Fringe Benefits. 1. Funds were provided for employer-paid medical and hospital insurance for all employees. 2. Funds were provided for employer-paid income protection (disability) insurance for all employees. These programs will be implemented and administered by the Teachers' and State Employees' Retirement System.	NORTH CAROLINA State Department	Enact INSUR

EL	STATE Resource	Category PRIMARY TOPIC Subtopics
ees of the State , this bill does on the classrooms , it is anticipated ge benefit will be to the State of uality teachers ing January 1, underwrite the of group life ate Employee. ge will be salary ousand dollars 000.00.	DELAWARE Laws of Delaware, Vol. 58, Chapter 236; i.e., SB-274, 126th G.A.	Enacted Legislation INSURANCE recruitment retention
ool Commissioners y boards of nsive liability and its agents of Education lelines for se will be ems at a later	MARYLAND HB 610	Enacted Legislation INSURANCE
ployer-paid ance for all ployer-paid ity) insurance nted and administered loyees' Retirement	NORTH CAROLINA State Department	Enacted Legislation INSURANCE

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
To authorize county or city boards of education to grant certain leaves to teachers.	ALABAMA HB 111 Act 1151
Maternity Leave. Delaware has a statute that provides maternity leave for teachers qualified under tenure. The present law requires one year of absence with exceptions granted by the State Board of Education. The proposed Act will completely redefine maternity leave. It will make maternity leave mandatory for all teachers whether or not tenure has been earned and set the minimum leave time as twelve weeks. The date for the leave to begin and end will be set by the attending physician as a recommendation to the Board of Education. The Board may ask the teacher to extend the leave in one direction or another in order to coincide with a planned program in the school, such as the marking period or the semester but in no instance shall a teacher be required to take a full year of leave. The leave provisions guarantee return to employment but do not include salary during the leave period. Proposed by the State Board of Education and State Superintendent of Public Instruction.	DELAWARE Dr. Howard E. Assistant Super of Auxiliary Se State Departmen
Legislative Research Committee: to study practice for granting educational leave for all State employees.	MAINE David Silsby, Assistant Direc Legislative Res State House Augusta, Maine

RSONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
y boards of education teachers.	ALABAMA HB 111 Act 1151	Enacted Legislation LEAVES
has a statute that or teachers qualified law requires one year granted by the State roposed Act will ity leave. It will tory for all teachers been earned and set twelve weeks. The n and end will be cian as a recom- Education. The Board end the leave in one der to coincide with chool, such as the ster but in no e required to take leave provisions ment but do not leave period. d of Education and blic Instruction.	DELAWARE Dr. Howard E. Row Assistant Superintendent of Auxiliary Services State Department	Proposed Legislation LEAVES maternity
ttee: to study ational leave for	MAINE David Silsby, Assistant Director Legislative Research Committee State House Augusta, Maine	Committee LEAVES study

If a suit or claim or criminal charge is brought against a principal or teacher because they intervened in any fight or physical struggle which takes place in their presence in school buildings or on school grounds, the county board of education or Baltimore City Board of School Commissioners may provide reimbursement for the reasonable expenses of legal defense of any criminal charge arising therefrom.	MARYLAND HB 1174
Retirement of School District Employees. This bill provides that school district employees may retire at the age of 55 years if they have accumulated twenty or more years of service, and establishes a formula for calculating benefits.	COLORADO Amends 111-2-11 (1) & (2)
School District Retirement System -- Retirement Age. Amends the law governing school district retirement system other than Public Employees' Retirement Association of Colorado (PERA) to allow men or women teachers to retire at the age of fifty-five.	COLORADO Amends 123-19-2

SONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
nal charge is or teacher any fight or es place in ildings or on board of Board of ovide nable expenses minal charge	MARYLAND HB 1174	Enacted Legislation LEGAL DEFENSE discipline
ct Employees. ool district age of 55 ted twenty nd establishes enefits.	COLORADO Amends 111-2-11 (1) & (2)	Enacted Legislation RETIREMENT AGE
System -- law governing system other rement RA) to allow tire at the	COLORADO Amends 123-19-2	Enacted Legislation RETIREMENT AGE

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Unused Sick Leave. Delaware Code now provides a terminal pay of one-half salary for up to 90 days unused sick leave at the time of retirement. A new law would make this fund available to the person who leaves prior to retirement under other circumstances as described in the Act and would make full payment available to the estate of a deceased employee. Proposed by the State Board and State Superintendent.	DELAWARE Dr. Howard E. Row Assistant Superintendent Auxiliary Services State Department
Liberalizing post-retirement allowance for public employees from 1.5% to 2.5%.	HAWAII Sec. 88-90, Hawaii Revised Statutes
Provides that a member of the Teachers' Retirement System may receive in the year in which he retires credit toward eligibility for benefits for out-of-State public school teaching service and/or non-public school teaching service up to a maximum of ten years.	MARYLAND HB 315

ONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
e Code now ne-half salary k leave at the aw would make erson who leaves her circumstances would make full ate of a deceased tate Board and	DELAWARE Dr. Howard E. Row Assistant Superintendent Auxiliary Services State Department	Proposed Legislation RETIREMENT sick leave
allowance for o 2.5%.	HAWAII Sec. 88-90, Hawaii Revised Statutes	Enacted Legislation RETIREMENT
e Teachers' e in the year oward eligibility e public school public school imum of ten years.	MARYLAND HB 315	Enacted Legislation RETIREMENT

Retirement.
New legislation provided comprehensive liberalization benefits and included the following:

1. Reduced from 12 to 5 the number of years of service required for a member to become eligible for a vested deferred allowance, and closing of accounts because of absence from service.
2. Equalized monthly allowance to male and female members in case of early retirement.
3. Reduced from 10 to 5 years the time required for eligibility for disability retirement, and liberalized disability benefits.
4. Raised the maximum annual cost-of-living increase for retired members from 3 percent to 4 percent.
5. Increased monthly allowances for personnel who retired prior to July 1, 1967.

NORTH CAROLINA
State Department

The Utah Education Association will propose that teacher retirement be entirely funded by the employer rather than half and half.

UTAH
Utah Education Association
875 East 5180 South
Murray, Utah 84107

ONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
prehensive included the number of years a member to sted deferred f accounts service. nce to male and f early rs the time for disability zed disability l cost-of-living bers from 3 nces for personnel y 1, 1967.	NORTH CAROLINA State Department	Enacted Legislation RETIREMENT
on will propose that ly funded by the d half.	UTAH Utah Education Association 875 East 5180 South Murray, Utah 84107	Proposed Legislation RETIREMENT

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Teachers' Salary Increase. An attempt will be made to continue a five percent annual increase for all school personnel. Parallel to this program will be other legislation to reduce the salary offered to teachers not holding at least the Bachelor's Degree (except in the vocational field) to a level 20% below the Bachelor's degree. This legislation is intended to stimulate nondegree teachers to seek the degree and thus generally upgrade the quality of teachers working for the State. Proposed by the State Board and State Superintendent.	DELAWARE Dr. Howard E. Row Assistant Superinten Auxiliary Services State Department
Salaries -- Certain School Principals. There will be an attempt to gain substantial salary differential for principals in buildings housing 800 or more pupils. Proposed by the State Board and the State Superintendent.	DELAWARE Dr. Howard E. Row Assistant Superinten Auxiliary Services State Department
Relating to the salary rate of $26,000 for the superintendent of the Department of Public Instruction.	IOWA SF 583
Salaries. As recommended by the Governor and by the Advisory Budget Commission, the General Assembly appropriated funds to provide, for all State-paid school employees, a 5% increase in salary for the first year of the biennium (1971-72), and an additional 5% for the second year of the biennium (1972-73), both increases to be computed on the salary level which existed for 1970-71.	NORTH CAROLINA State Department

SONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
An attempt will be cent annual increase Parallel to this pro- ion to reduce the sal- holding at least the n the vocational field) chelor's degree. This stimulate nondegree and thus generally hers working for the te Board and State	DELAWARE Dr. Howard E. Row Assistant Superintendent, Auxiliary Services State Department	Proposed Legislation SALARIES
Principals. There substantial salary in buildings Proposed by the uperintendent.	DELAWARE Dr. Howard E. Row Assistant Superintendent Auxiliary Services State Department	Proposed Legislation SALARIES principals
of $26,000 for the tment of Public	IOWA SF 583	Enacted Legislation SALARIES state superintendent
y the Governor Commission, the ed funds to provide, mployees, a 5% first year of the additional 5% for nnium (1972-73), both the salary level	NORTH CAROLINA State Department	Enacted Legislation SALARIES

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
Administrative and Technical Matters. Continuation of Salary under Specified Conditions. (1) Teachers may be paid for up to 15 days when a portion of the 180-day term is suspended by action of the local board of education and approved by the State Board of Education. (2) Full pay for a school employee is assured if the employee is disabled as a result of school disturbance.	NORTH CAROLINA State Department
Minimum Teacher Salary Schedule. The state's minimum teacher salary schedule has been increased on a two-phase basis. Beginning January 1, 1972 and effective through June 30, 1972, the minimum salary for a teacher with a Bachelor's degree and no experience will be $5,800. The maximum salary for teachers with a Master's degree and 11 or more years of service, will be $9,413. For the second year of the biennium, the ranges are from a $6,400 minimum to a $10,387 maximum. The new pay ranges reflect substantial increases over the salary schedule adopted by the previous session of the General Assembly which provided minimum salaries ranging from $5,200 to $8,700.	OHIO HB 475
Teacher's Salary Proposal. The proposal is to increase the guaranteed beginning schedule to 7,000 for holders of a Bachelor's degree and 7,500 for holders of a Master's degree. Proposed by the Oklahoma Education Association.	OKLAHOMA Representative Lonnie Abbott

NNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
Matters. Specified y be paid for of the 180- ion of the approved by . (2) Full assured if result of	NORTH CAROLINA State Department	Enacted Legislation SALARIES suspension disability
ule. The state's ule has been is. Beginning e through June 30, a teacher with xperience will be for teachers with a re years of r the second year are from a $6,400 . The new pay ncreases over the he previous bly which provided m $5,200 to $8,700.	OHIO HB 475	Enacted Legislation SALARIES
The proposal is eginning schedule chelor's degree aster's degree. cation Associa-	OKLAHOMA Representative Lonnie Abbott	Proposed Legislation SALARIES

K. TEACHERS AND SCHOOL PERSONNEL Benefits, Salaries	STATE Resource
School employees received an increase in salary amounting to 7% of the state basic salary for the 1971-72 school year. K-12. State support.	WEST VIRGINIA Dr. Daniel B. Taylor Superintendent of Scho Capitol Complex Charleston, West Virgi 25305
Amends an act providing tenure for teachers and other professional personnel of public school systems of each city having a population of more than 300,000. This act changes the time of notifying probationary teachers from April 15 to a time "at least 45 days prior to the expiration of his current annual contract term, original or renewal." (April 5, 1971)	GEORGIA HB 714

SONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
n increase in he state basic ol year. K-12.	WEST VIRGINIA Dr. Daniel B. Taylor Superintendent of Schools Capitol Complex Charleston, West Virginia 25305	Achievement SALARIES
ure for teachers onnel of public having a ,000. This act ng probationary time "at least tion of his current nal or renewal."	GEORGIA HB 714	Enacted Legislation TENURE

K. TEACHERS AND SCHOOL PERSONNEL Certification	STATE Resource	Ca PR Su
Commission on the Certification of Teachers, and Teacher Standards and Practices. Proposed by the State Board of Education.	MICHIGAN Roger Tilles, Director School Law and Legislative Affairs State Department	Pr CO
State Board of Education approved the execution of contracts pursuant to the Interstate Agreement on Qualifications of Educational Personnel. Educational personnel, K-12. State support.	VIRGINIA A. Gordon Brooks, Director Division of Teacher Education State Department	A RE
Teacher Performance Evaluation. Through a combination of State ($90,000) and Federal funds the Department of Education is making satisfactory progress in the development of a system of teacher performance evaluation as a method of certification. Numerous task forces are now developing evaluation criteria. Grades K-12. Federal and State support.	NEW JERSEY Dr. Ward Sinclair State Department	A EV
The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, bylaws, rules and regulations, for the certification of teachers and other professional personnel. For any certificates so prescribed and upon the recommendation of the local Superintendent, renewal requirements may be waived for teachers who are fifty-five years of age or older and who have been employed in public or approved non-public school service for a period of not less than twenty years.	MARYLAND SB 83	En GU

	STATE Resource	Category PRIMARY TOPIC Subtopics
Teachers, . ation.	MICHIGAN Roger Tilles, Director School Law and Legislative Affairs State Department	Proposed Legislation COMMISSION
he execution tate ational K-12.	VIRGINIA A. Gordon Brooks, Director Division of Teacher Education State Department	Achievement RECIPROCITY
rough a Federal s making pment of luation erous luation nd State	NEW JERSEY Dr. Ward Sinclair State Department	Achievement EVALUATION
prescribe, rules and of teachers For any n the ntendent, for of age d in public ice for ears.	MARYLAND SB 83	Enacted Legislation GUIDELINES

K. TEACHERS AND SCHOOL PERSONNEL Certification	STATE Resource
New York State has approved twelve Trial Projects in its move toward seeking a certification system based on competency. State guidelines have been developed requiring: 1. Decisions to be made by consortium including representation from; school staff, school districts, higher institutions, students in training. 2. Decisions to be based on: a. priorities and objectives of the schools b. competencies necessary to serve in the described environment 3. Establishment of: a. personalized program b. management system	NEW YORK Vincent C. Gazz Director, Divisi Teacher Educ Certificatio State Departmen
Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel -- adopted by the State Board of Education, July 9, 1971. These new certification standards and procedures represent a significant move toward performance-based, individualized, and career-long professional preparation programs, in which school organizations and professional associations, as well as colleges and universities, assume a major role in the preparation of teachers. Grades K-12. State and local support.	WASHINGTON Dr. Wendell Al Assistant Super Teacher Educati Certificatio Superintendent Instruction State Departmen

ONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
welve Trial eeking a n competency. eveloped requiring: consortium from; school higher n training. : tives of ry to serve ironment 1	NEW YORK Vincent C. Gazzetta Director, Division of Teacher Education and Certification State Department	Achievement GUIDELINES
the Development Preparation of School opted by the State 1971. dards and pro- ant move toward lized, and career- n programs, s and professional leges and role in the ades K-12. State	WASHINGTON Dr. Wendell Allen, Assistant Superintendent Teacher Education and Certification Superintendent of Public Instruction State Department	Achievement GUIDELINES

K. TEACHERS AND SCHOOL PERSONNEL Certification	STATE Resource
Teacher Certification: Senate Bill 276 amends the Provisional Teaching Certification section of the School Code to eliminate provisional teaching certificates after July 1, 1972, with the exception of teachers who have regular certificates in other states. Provisional certification for such people will be on a two year, non-renewal basis. After July 1, 1972, provisional vocational certificates will require at least 30 semester hours of credit from recognized institutions of higher learning. Provisional certificates for teachers of foreign languages will be eliminated after July 1, 1972. This bill is now Public Act 77-1184.	ILLINOIS SB 276
Reciprocity of teacher certification. Proposed by the State Board.	SOUTH CAROLINA Dr. Cyril B. Busbee State Superintendent State Department
The 48th Colorado General Assembly amended Section 123-17-17 of the Colorado Revised Statutes by passing into law HB 1024. This amendment allows that up to and including three semester hours of the six hours required every five years for professional certification renewal may be attained through successful completion of the appropriate number of approved local inservice education programs. This law is one which evolved out of the Education Study Committee under the chairmanship of Representative George Fentress. The intention of the law is to provide a pro-	COLORADO HB 1024 Amending Section 123-17-17

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NNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
Bill 276 amends fication section e provisional ly 1, 1972, who have regular Provisional will be on a After July 1, ertificates will ours of credit f higher learning. eachers of inated after w Public Act	ILLINOIS SB 276	Enacted Legislation PROVISIONAL elimination vocational
cation. Proposed	SOUTH CAROLINA Dr. Cyril B. Busbee State Superintendent State Department	Proposed Legislation RECIPROCITY
mbly amended ado Revised B 1024. This d including x hours re- ofessional ttained through ppropriate num- e education ch evolved out ee under the George Fentress. provide a pro-	COLORADO HB 1024 Amending Section 123-17-17	Enacted Legislation RENEWAL OF CONTRACT inservice training

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COLORADO

cedure through which recertification credit may be offered by a local education agency, board of cooperative services, or combination thereof, for an approved inservice program. The law requires that such inservice programs meet totally, or in part, the specific educational needs of students in the school district(s) submitting inservice plans. The outcomes of recertification credit inservice programs will focus on the growth of individual professionals toward meeting the specific student needs in the participating districts. The rules for administering the amended Section 123-17-17 were developed after submitting three tentative drafts to representative groups across the state. Professional educators at public schools and collegiate levels and lay citizens were consulted in an attempt to honestly, yet creatively, transmit the "Letter of the Law" into practice. Over eighteen hundred individuals were contacted in person or by mail. The rules as they were approved by the State Board of Education and the Colorado Attorney General are adhered to in these Guidelines and Procedures.

ERSONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
ertification credit education agency, vices, or combination inservice program. h inservice programs the specific educa- in the school dis- rvice plans. The on credit inservice e growth of individual ing the specific stu- pating districts. The he amended Section after submitting three sentative groups across educators at public vels and lay citizens mpt to honestly, yet "Letter of the Law" teen hundred indivi- erson or by mail. pproved by the State e Colorado Attorney these Guidelines	COLORADO	Enacted Legislation

K. TEACHERS AND SCHOOL PERSONNEL Certification	STATE Resource
Reading Education. Certification for Common-Breach Classroom Teachers shall include six credit hours in the teaching of reading, effective January, 1972 for candidates trained out of state or in unapproved programs instate. Others must exhibit specific proficiencies in teaching reading and these must be attested to by the college preparing candidate under an approved program.	NEW YORK State Department
Amended Regulations of the Commissioner of Education to update Certification Requirements for Occupational Education Teachers. The long range thrust of the new revisions will be to encourage the establishment of full-time on-campus programs for the preparation of teachers in a variety of subjects. Existing requirements for trade teachers, for example, have not changed for more than 30 years. The present requirement calls for high school graduation and five years of journeyman experience in a trade preceded by four years as an apprentice. The revised regulations provide three alternative routes to occupational certification depending on the particular subject area. (1) A four-year baccalaureate program in which candidates take at least 36 hours of work in the occupational teaching area for which certification is sought. Another 12 hours would be devoted to teacher training courses. This program would be coupled with one year of supervised work experience, for a total of five years. (2) An associate degree	NEW YORK Vincent Gazzetta, Director Division of Teacher Education Certification State Department

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ONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
ation for Common- all include six of reading, candidates trained d programs instate. proficiencies in ust be attested candidate under	NEW YORK State Department	Enacted Legislation REQUIREMENTS reading
ommissioner of ation Require- tion Teachers. new revisions ablishment of for the pre- riety of subjects. ade teachers, d for more requirement calls nd five years of rade preceded ce. The revised ternative routes n depending on (1) A four- n which candi- of work in the or which nother 12 hours training courses. d with one year ce, for a total ciate degree	NEW YORK Vincent Gazzetta, Director Division of Teacher Education Certification State Department	Achievements REQUIREMENTS vocational

(continued)

NEW YORK

program in which candidates earn a two-year degree in the particular occupational area that interests them. This would include 18 hours of professional education course work and would be followed by two years of appropriate occupational experience. (3)

In certain trade subjects, a program by which high school graduates would be able to take 30 hours of college work, including 18 hours of teacher preparation courses. This route would require four years of appropriate occupational experience in the area of specialization.

The requirements are being adjusted so they are more appropriate to the current needs of occupational education and will provide for more options for certification and provide an adequate supply of trained teachers. All changes were arrived at after three years of study by a special committee appointed by the Commission of Education and have received approval from the Regents Advisory Committee on Teacher Certification and the State Advisory Council on Occupational Education.

NEL	STATE Resource	Category PRIMARY TOPIC Subtopics
rn a two-year ational area ld include 18 n course work ears of ience. (3) rogram by which able to take uding 18 hours . This route propriate area of usted so they rrent needs of l provide for and provide teachers. All three years of ppointed by the ve received sory Committee he State al Education.	NEW YORK	Achievements

K. TEACHERS AND SCHOOL PERSONNEL Certification	STATE Resource
Removing Wilmington School District Authorization to Certify Teachers. Since 1921 teacher certificates in Delaware have been issued by the State Board of Education and by the Board of Education for the City of Wilmington. Legislation was enacted to remove the right of certification from the city in order to standardize certification throughout the State and also in order to make certificates held by teachers in Wilmington usable in the various Compacts for Reciprocity. (The Act is currently under challenge by the City of Wilmington and decision is awaited from the Attorney General.)	DELAWARE Laws of Delaware, Vol. 58, Chapter 262, i.e., HB-33, amended 126th G.A.

	STATE Resource	Category PRIMARY TOPIC Subtopics
ct . he he f ted ion rdize e and s held in the (The by the s .)	DELAWARE Laws of Delaware, Vol. 58, Chapter 262, i.e., HB-33, amended 126th G.A.	Enacted Legislation STANDARDIZATION

K. TEACHERS AND SCHOOL PERSONNEL Collective Negotiations	STATE Resource
SB 826 provides that the negotiated contract may include a provision for the binding arbitration of grievances arising under such terms of the agreement as the parties have agreed to be arbitrable.	MARYLAND SB 826
House Bill 001 would create a State Labor Relations Board to supervise elections pertaining to public employee labor organizations and to hear and investigate charges of unfair labor practices. It would also be empowered to establish a State Public Employee Mediation Panel to arbitrate labor disputes. Under this bill, public employees, including teachers, would have all the rights of collective bargaining granted non-public employees. While the bill does not explicitly state that public employees will have the right to strike, it appears that this may implicitly be the case. Since there is no legal basis for collective bargaining by public employees in the State of Illinois, it appears certain that one of these bills, or a similar measure, will be passed by the legislature in the near future. Proposed by Representative Thomas Hanahan.	ILLINOIS HB 001 Representative Thoma Hanahan State House of Repre Capitol Building Springfield, Illino
Legislative Research Committee: An Act extending Collective Bargaining Rights to employees of the State and the University of Maine.	MAINE David Silsby, Assist Director Legislative Research Committee State House Augusta, Maine

SONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
gotiated contract the binding rising under such he parties have	MARYLAND SB 826	Enacted Legislation ARBITRATION
a State Labor elections per- abor organizations charges of unfair lso be empowered Employee Mediation sputes. Under this uding teachers, collective c employees. While state that he right to strike, plicitly be the gal basis for lic employees in ppears certain a similar he legislature d by Representative	ILLINOIS HB 001 Representative Thomas Hanahan State House of Representatives Capitol Building Springfield, Illinois	Proposed Legislation BOARDS mediation
ee: An Act extending to employees of the Maine.	MAINE David Silsby, Assistant Director Legislative Research Committee State House Augusta, Maine	Committee COLLECTIVE NEGOTIATIONS study

K. TEACHERS AND SCHOOL PERSONNEL Collective Negotiations	STATE Resource
"Professional Negotiations Act for Teachers," recognizes the right of teachers to join organizations of their choosing; promotes cooperation and discussion between school boards and teachers; establishes professional negotiation procedures; recognizes bargaining representatives. Signed March 18; no effective date.	MONTANA HB 424
Enactment of Act 195 permitting public employees to bargain with their employer, including education. All levels of education in the public sector. State and local support.	PENNSYLVANIA Act 195 Mr. Russell Johnson State Department
Collective Bargaining in public employment.	HAWAII Chapter 89, Hawaii Revised Statutes
Public Negotiations: to study public negotiations legislation.	UTAH Lewis Lloyd, Director Utah Legislative Council
Teacher Negotiation Bill provides for mediation and fact finding. No provision for arbitration.	IDAHO HB 209

	STATE Resource	Category PRIMARY TOPIC Subtopics
r Teachers," to join promotes n school professional s bargaining ; no	MONTANA HB 424	Enacted Legislation COLLECTIVE NEGOTIATIONS
ublic employees ncluding on in the upport.	PENNSYLVANIA Act 195 Mr. Russell Johnson State Department	Enacted Legislation COLLECTIVE NEGOTIATIONS
mployment.	HAWAII Chapter 89, Hawaii Revised Statutes	Enacted Legislation COLLECTIVE NEGOTIATIONS
ublic	UTAH Lewis Lloyd, Director Utah Legislative Council	Council COLLECTIVE NEGOTIATIONS study
for rovision	IDAHO HB 209	Enacted Legislation MEDIATION fact finding

K. TEACHERS AND SCHOOL PERSONNEL Collective Negotiations	STATE Resource
Senate Bill 1112 would create an Illinois Public Employment Board which would be empowered to establish standards and procedures for settling disputes between public employees and public employers. "Public" is defined as the State of Illinois and its political subdivisions which would include municipalities counties, and school districts. Under this bill, only certain public employees, including teachers, would be permitted to strike. The right to strike, however, is limited in that a strike would be permitted only after all mediation, fact-finding, and arbitration provisions of the bill had been met.	ILLINOIS SB 1112 Senator William Har Senator Robert Coul Illinois State Sena Capitol Building Springfield, Illinc

ONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
e an Illinois h would be em- rds and procedures en public employees lic" is defined its political lude municipalities ts. Under this ployees, including to strike. The limited in that only after all arbitration een met.	ILLINOIS SB 1112 Senator William Harris or Senator Robert Coulson Illinois State Senate Capitol Building Springfield, Illinois	Proposed Legislation GUIDELINES board

OREGON
SB 314

Revises teacher-board consultation law. Requires separate organizations or committees to represent teachers and administrators in discussion with the board. Discussions shall include following items: salaries and related economic policies affecting professional services, grievance procedures, and compensation beyond normal duties. Revises procedure for electing organizations to represent teachers and administrators. Deletes requirement that teachers be represented by certificated employees of the district. Provides for appointment of a mediator and fact-finder if disagreement is declared and deletes the impasse committee. Requires that mediators and fact-finding recommendations be submitted to the district board at least 25 days prior to the date fixed in the district's budget calendar for deliver of the budget message. Requires school districts to adopt budget calendars in September of each year. If requested by any party, agreements reached between the board, teachers and administrators shall be in writing. Makes other changes. Effective Septermber 9, 1971.

RSONNEL S	STATE Resource	Category PRIMARY TOPIC Subtopics
ultation law. Re- ons or committees to inistrators in dis- iscussions shall salaries and related g professional ures, and compen- s. Revises proce- tions to represent s. Deletes be represented by the district. f a mediator and t is declared and tee. Requires that recommendations ct board at least fixed in the for deliver of the school districts to September of each party, agreements teachers and writing. Makes Septermber 9, 1971.	OREGON SB 314	Enacted Legislation GUIDELINES

K. TEACHERS AND SCHOOL PERSONNEL Professional Practices	STATE Resource
Any teacher or guidance counselor, and any member of the administrative or educational staff of any public, private, or parochial school, whether a recipient of financial renumeration for his services or not, who acts upon reasonable grounds in the making of any report required by law, rule, or regulation or who participates in a judicial proceeding which results from his report shall be immune from any civil liability which occurs.	MARYLAND HB 247
Continuation of professional discipline in the areas of ethics, professional competency and professional practices, a program which is carried on by a 19-member Professional Practices Council, appointed by State Board of Education. Council is currently considering between 150 and 200 cases annually on behalf of the Department of Education. Grades K-12. State support (funded exclusively by teachers' certification fees.)	FLORIDA Hugh Ingram, Administ Professional Practice Suite 600 Tallahassee Bank and Building Tallahassee, Florida
Provides for a confidential relationship between a student and the school counselor, psychologist, nurse or teacher. (93-701-4) Signed by the Governor, February 27; no effective date.	MONTANA SB 29
Professional Practices: A joint resolution instructed the Legislative Research Council to study the need for and feasibility of, legislation relating to professional practices in public schools.	NORTH CAROLINA Joint Resolution

SONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
nselor, and any e or educational e, or parochial of financial es or not, who ls in the making aw, rule, or tes in a judicial om his report shall ability which	MARYLAND HB 247	Enacted Legislation CIVIL LIABILITY
l discipline in sional competency , a program which is rofessional ed by State Board of rently considering annually on behalf tion. Grades K-12. sively by teachers'	FLORIDA Hugh Ingram, Administrator Professional Practices Council Suite 600 Tallahassee Bank and Trust Building Tallahassee, Florida 32304	Achievement COUNCIL
l relationship chool counselor, cher. (93-701-4) bruary 27;	MONTANA SB 29	Enacted Legislation PRIVILEGED INFORMATION
joint resolution Research Council feasibility of, ofessional practices	NORTH CAROLINA Joint Resolution	Enacted Legislation STUDY

K. TEACHERS AND SCHOOL PERSONNEL Regulations	STATE Resource
Student Contact Hour Formula.	TEXAS Texas Education Agency
Provides that principals or vice-principals in fifteen of the local school systems may use corporal punishment.	MARYLAND SB 195
Provides that school security guards may intervene in elementary and secondary schools in any fight or physical struggle which takes place in their presence in school buildings or on school grounds.	MARYLAND SB 117
New Legislation permits use of reasonable force in the exercise of lawful authority by principals, teachers, student teachers, substitute teachers, voluntary teachers, teacher aides, and assistants. (Formerly limited to principals, teachers, and student teachers.)	NORTH CAROLINA State Department
Complete revision of criminal laws. Provides that teachers may use reasonable force on a student in order to maintain order in the school or classroom. Defines criminal trespass and use of public buildings and empowers certain individuals to order persons who are misusing premises to leave or be arrested for trespassing. Retains law that prohibits selling tobacco to minors, but repeals ORS 167.250 which prohibits minors smoking in public. Contains provision regarding loitering in or near school buildings or grounds. Contains many other provisions. Effective January 1, 1972.	OREGON SB 40

	STATE Resource	Category PRIMARY TOPIC Subtopics
	TEXAS Texas Education Agency	Proposed Legislation CLASSROOM TIME
ncipals ems may	MARYLAND SB 195	Enacted Legislation DISCIPLINE
s may ry ruggle in is.	MARYLAND SB 117	Enacted Legislation DISCIPLINE
nable hority chers, ners, rmerly d	NORTH CAROLINA State Department	Enacted Legislation DISCIPLINE
Provides rce on a in the nal s and er o g. tobacco which Contains near ins many y 1, 1972.	OREGON SB 40	Enacted Legislation DISCIPLINE

K. TEACHERS AND SCHOOL PERSONNEL Regulations	STATE Resource
Prohibits persons other than law enforcement officers in the regular course of their duties, or persons hired by the local boards of education and Baltimore City specifically for the purpose of guarding public school property from carrying deadly weapons on public school property.	MARYLAND HB 1327
Amending Article 4413(35) V.C.S., relating to the Commission on Fire Protection Personnel Standards and Education.	TEXAS SB 225 by Brooks and Herring

ERSONNEL	STATE Resource	Category PRIMARY TOPIC Subtopics
han law enforcement ourse of their duties, ocal boards of ity specifically for ublic school property ons on public school	MARYLAND HB 1327	Enacted Legislation SAFETY
V.C.S., relating to otection Personnel	TEXAS SB 225 by Brooks and Herring	Enacted Legislation SAFETY

K. TEACHERS AND SCHOOL PERSONNEL Training and Recruitment	STATE Resource
Staff Development Opportunities and Plans for TEA Employees.	TEXAS State Department
Workshops on Systems Approach to Guidance and Counseling. Teams of guidance personnel, consisting of the director and four guidance personnel, from the cities of Buffalo, Rochester, Syracuse, Utica, and Yonkers, met for four days of training in systems. Consultant from Michigan State University, with acknowledged experience in this specialized field, and Bureau of Guidance personnel were utilized for the training sessions. Participants worked on the development of a solution to a current guidance problem through a team effort directed by the workshop consultants. The consultants will be available for followup and evaluation at specified times within a six months period following the workshop. Specific objects of the project are (1) to provide participants with a knowledge of systems analysis, (2) to develop a team of supervisor and counselors in each participating district that can demonstrate a team approach to problem solving in guidance and counseling using systems analysis, (3) to make plans for using the team approach and systems analysis in attacking guidance and counseling problems in local districts and (4) to develop plans for providing inservice training opportunities for other members of the guidance staff in the local district.	NEW YORK John T. McGuire Director of Guidance Board of Education Rochester City Schoo 13 Fitzhugh Street S Rochester, New York

(continued)

L	STATE Resource	Category PRIMARY TOPIC Subtopics
and Plans	TEXAS State Department	Proposal DEVELOPMENT OPPORTUNITIES
Guidance ce personnel, four guidance iffalo, Yonkers, met tems. Con- ersity, with specialized rsonnel sessions. lopment of a problem by the work- its will be uation at nths period ic objects le partic- ms analysis, isor and district roach to counseling make plans systems and counsel- and (4) to ervice r members cal district.	NEW YORK John T. McGuire Director of Guidance Board of Education Rochester City Schools 13 Fitzhugh Street South Rochester, New York 14614	Achievement GUIDANCE training team approach systems analysis

K. TEACHERS AND SCHOOL PERSONNEL Training and Recruitment	STATE Resource
(continued)	
Each project costs approximately $5,500.00. ESEA, Title III, Guidance, Counseling, and Testing.	NEW YORK
Humanistic Education Inservice Project for Guidance Counselors. The Humanistic Education Inservice Project is a demonstration project to provide important skills to counselors through cooperation of the Center for Humanistic Education, the State Education Department and 25 local school districts or County BOCES. Similar proposals are being funded for 25 districts to provide a staff member to attend a 15-day training session at the Center with the understanding that at least 15 days of training will be provided by the district representative to his colleagues or pupils in the home district. The project provides funds for a full-time person at the Center to be responsible for answering requests for professional advice or for materials from any time of the project participants as they begin to implement local inservice programs. The training sessions emphasize self-awareness, achievement motivation and planning and developing a program for implementation in the local districts. Grades K-12. ESEA Title III, Guidance, Counseling, and Testing.	NEW YORK Dr. E. Victor Boyd Acting Chief Bureau of Guidance State Education Departm 55 Elk Street Albany, New York 1222

HOOL PERSONNEL ruitment	STATE Resource	Category PRIMARY TOPIC Subtopics
pproximately $5,500.00. idance, Counseling, and	NEW YORK	Achievement
Inservice Project for The Humanistic Education a demonstration project skills to counselors of the Center for , the State Education cal school districts imilar proposals are districts to provide ttend a 15-day training r with the understanding s of training will be rict representative to pils in the home district. funds for a full-time to be responsible for or professional advice m any time of the as they begin to rvice programs. The phasize self-awareness, ion and planning and for implementation ts. Grades K-12. ance, Counseling,	NEW YORK Dr. E. Victor Boyd Acting Chief Bureau of Guidance State Education Department 55 Elk Street Albany, New York 12224	Achievement GUIDANCE inservice training

K. TEACHERS AND SCHOOL PERSONNEL Training and Recruitment	STATE Resource
Development of a design for an Educational Personnel Supply-Demand Information System. A special project for design, during the next year, a system for obtaining information which will enable political bodies and educational agencies to formulate policies and plans likely to provide a supply of educational personnel equal to immediate and long-range demands and needs. A major objective of this project will be the systematic collection, storage and retrieval of facts necessary to project supply and demand on a basis of current staffing patterns, recent trends, and emerging concepts of educational service. Grades K-12. Federal support.	WASHINGTON Dr. Wendell Allen Assistant Superintendent Teacher Education and Certification State Department
Cultural Diversity Teacher Training Program. The Communicative Arts Unit of the State Department of Education has instituted a program that provides inservice training for teachers of culturally and linguistically different children throughout the State of New Mexico. This program employs two specialists -- one to work in schools with Spanish-speaking students, and the other will be concerned with schools with Indian students. The specialists have given six school districts priority and have identified several others in need of assistance. It is felt that this program will train teachers to become sensitive to cultural differences of our various populations in order that they may recognize learning barriers of children and promote total school environmental change for these children.	NEW MEXICO Bill Trujillo or Regina Holyan, Cultural Diversity Teacher Training Specialists Communicative Arts Unit State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
lucational ion System. ring the next ormation which educational nd plans likely al personnel e demands and s project will orage and project supply staffing rging concepts -12.	WASHINGTON Dr. Wendell Allen Assistant Superintendent Teacher Education and Certification State Department	Achievement INFORMATION SYSTEMS staffing needs
ing Program. he State ituted a training for istically e State of s two hools with he other ith Indian given six ve identified ance. It is n teachers to ferences of that they may hildren and al change	NEW MEXICO Bill Trujillo or Regina Holyan, Cultural Diversity Teacher Training Specialists Communicative Arts Unit State Department	Achievement INSERVICE TRAINING bilingual education

K. TEACHERS AND SCHOOL PERSONNEL Training and Recruitment	STATE Resource
Project Alert: A three year project to result in a network of inservice education, starting with 50 approved district plans, and branching into statewide coverage. Reading Supervisors and Coordinators. State, federal and local support.	NEW YORK Jane Algozzine, Chief Reading Education State Department
Teacher Institutes. Teacher institutes, formerly under the jurisdiction of the Ohio Board of Regents, are now the responsibility of the Department. The institutes will provide Ohio's elementary and secondary teachers with inservice training from state universities. The Legislature has allocated $510,000 each year of the biennium for the institutes.	OHIO HB 475
Teams For Change -- The principal and counselor of O'Conner Elementary School in Victoria and two guidance consultants from the Texas Education Agency took the classroom teachers through a series of inservice training sessions throughout the school year. Moving one step at a time, the guidance specialists worked with the teachers in five different areas of evaluation: (1) Gross motor development, or how the large muscles function (2) Sensory motor development (3) Language development (4) Conceptual skills (5) Social skills In each of these areas, the pupil was competing only against himself. That is, the teacher-counselor team determined where the children in the experimental group were functioning in each area. Grades 1-3. Local support.	TEXAS C. O. Chandler Superintendent Victoria ISD 1611 East North Victoria, Texas 77901

RSONNEL nt	STATE Resource	Category PRIMARY TOPIC Subtopics
ar project to result education, starting plans, and branching Reading Supervisors federal and local	NEW YORK Jane Algozzine, Chief Reading Education State Department	Achievement INSERVICE TRAINING
er institutes, formerly the Ohio Board of nsibility of the s will provide Ohio's eachers with inservice sities. The Legisla- 0 each year of the s.	OHIO HB 475	Enacted Legislation INSERVICE TRAINING
incipal and counselor of in Victoria and two the Texas Education teachers through a ng sessions through- ng one step at a time, orked with the teachers evaluation: nt, or how the large ment e pupil was competing t is, the teacher- where the children were functioning in ocal support.	TEXAS C. O. Chandler Superintendent Victoria ISD 1611 East North Victoria, Texas 77901	Achievement INSERVICE TRAINING

K. TEACHERS AND SCHOOL PERSONNEL Training and Recruitment	STATE Resource
Developed three distinct types of school psychology intern training programs in 3 locations in the State. a. Traditional University coordinated internship combining campus seminars and practical experiences in local school system and local mental hygiene clinic. b. Full-time program within a large school system Department of Psychological Services which utilized the facilities of a psychoneurological diagnostic clinic. c. Part-time program at a State Hospital within the children's psychiatric unit. This is combined with home school system supervision of each school psychologist intern. State support.	MARYLAND Dr. Sheldon K. Riggs Consultant in Psychological Services State Department
Planning Grant: Professional Films for Administrators, Schools and Teachers (PFAST). Grades K-12. Title III, ESEA.	IOWA State Department
Six Regional Traffic Safety Centers to upgrade teacher preparation and improve teaching techniques. High School. Federal and state support.	NORTH CAROLINA James Hall, Consultant Division of Health, Physical Education, and Safety State Department

L	STATE Resource	Category PRIMARY TOPIC Subtopics
f school ams in 3 inated intern- rs and practical system and local arge school ogical facilities nostic clinic. Hospital within nit. This is stem supervision intern.	MARYLAND Dr. Sheldon K. Riggs Consultant in Psychological Services State Department	Achievement MENTAL HEALTH
lms for hers I, ESEA.	IOWA State Department	Achievement PLANNING films
ers to upgrade teaching al and state	NORTH CAROLINA James Hall, Consultant Division of Health, Physical Education, and Safety State Department	Achievement SAFETY

K. TEACHERS AND SCHOOL PERSONNEL Training and Recruitment	STATE Resource
Eight Regional Staff Development Centers -- One training center is now established in each of the eight educational districts. The training centers enrolled children and each of the 700 adult participants had an opportunity to work with children, ages 5-8, and receive theoretical information and guidance under direction of consultants during the four week training period. Teachers of children, ages 5-8. Federal, state and local support.	NORTH CAROLINA J. W. Jenkins, Directo Division of Early Chil Education State Department

OL PERSONNEL uitment	STATE Resource	Category PRIMARY TOPIC Subtopics
Development Centers -- s now established in cational districts. The lled children and each icipants had an oppor- hildren, ages 5-8, and nformation and guidance nsultants during the riod. Teachers of Federal, state and	NORTH CAROLINA J. W. Jenkins, Director Division of Early Childhood Education State Department	Achievement STAFF DEVELOPMENT

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Provides that each principal or assistant principal of every public or private high school and the director of each area vocational school shall be a deputy to the Board of Registrars for the purpose of registering as electors students within the school. (March 30, 1971)	GEORGIA SB 36
Career Education Project. K-12. State support.	ARIZONA Mr. Eugene Dorr 1333 West Camelback Road Phoenix, Arizona
State-wide Career Education Design. 9-12. Federal Support.	DELAWARE Dr. Randall L. Broyles State Department
Maryland Career Development Project. A project consisting of seven (7) components operated by the Maryland State Department of Education in cooperation with the Baltimore Public Schools and the University of Maryland. K-Adult. Federal (Vocational Education Exemplary Funds), State, Local Support.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department
Elementary Resource Coordinator. K-6.	MARYLAND Nancy Pinson, Specialist in Pre-Vocational Education State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
assistant vate high area voca- to the ose of within	GEORGIA SB 36	Enacted Legislation BOARDS elections
State	ARIZONA Mr. Eugene Dorr 1333 West Camelback Road Phoenix, Arizona	Achievement CAREER DEVELOPMENT
gn. 9-12.	DELAWARE Dr. Randall L. Broyles State Department	Achievement CAREER DEVELOPMENT
ect. A components epartment of e Baltimore y of Maryland. ucation upport.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department	Achievement CAREER DEVELOPMENT
K-6.	MARYLAND Nancy Pinson, Specialist in Pre-Vocational Education State Department	Achievement CAREER DEVELOPMENT elementary resource

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Television series. 4-8.	MARYLAND Joseph Ramach, Specialist in Date Processing State Department
Career Exploration Workshop. Junior High School.	MARYLAND Nancy Pinson, Specialist in Pre-Voca Education State Department
Work-Oriented (Cooperative) Component. Junior High School.	MARYLAND Nancy Pinson, Specialist in Pre-Voca Education Otho Jones, Specialist in Career Development State Department
Comprehensive Information and Placement System. Senior High School.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department
Career Development Resource Notebook. K-Adult.	MARYLAND Niel Carey, Specialist in Vocational Guidance Otho Jones, Specialist in Career Development State Department

N pansion	STATE Resource	Category PRIMARY TOPIC Subtopics
.	MARYLAND Joseph Ramach, Specialist in Date Processing State Department	Achievement CAREER DEVELOPMENT television
shop. Junior	MARYLAND Nancy Pinson, Specialist in Pre-Vocational Education State Department	Achievement CAREER DEVELOPMENT workshop
ive) Component.	MARYLAND Nancy Pinson, Specialist in Pre-Vocational Education Otho Jones, Specialist in Career Development State Department	Achievement CAREER DEVELOPMENT work experience
on and Placement hool.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department	Achievement CAREER DEVELOPMENT information systems
urce Notebook.	MARYLAND Niel Carey, Specialist in Vocational Guidance Otho Jones, Specialist in Career Development State Department	Achievement CAREER DEVELOPMENT resource notebook

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
State-wide Information Career Development Conference. K-Adult.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department
Established two Regional Coordinators of Career Development Activities and Programs.	MARYLAND
Eastern Shore. K-Adult. Federal (NDEA-5A). State, Foundation (Wye) Support.	(Eastern Shore) Niel Carey, Specialist in Vocational Guidance or Joe Bishop, Wye Institute State Department
Western Maryland. K-Adult. Federal (NDEA-5A).	(Western Maryland) Niel Carey, Specialist in Vocational Guidance State Department
Cooperatively planned with Towson State College, and the Frederick County Board of Education an introductory college level course in the concepts of Career Development. Federal (Vocational Education Exemplary Funds), State, Local Support.	MARYLAND James Wilson, Vocational Technical Center Nancy Pinson, Specialist in Pre-Vocational Educatio State Department

on	STATE Resource	Category PRIMARY TOPIC Subtopics
er Development	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department	Achievement CAREER DEVELOPMENT conference
ordinators of es and Programs. ederal (NDEA-5A). port.	MARYLAND (Eastern Shore) Niel Carey, Specialist in Vocational Guidance or Joe Bishop, Wye Institute State Department	Achievement CAREER DEVELOPMENT regional coordinator
Federal (NDEA-5A).	(Western Maryland) Niel Carey, Specialist in Vocational Guidance State Department	
Towson State College, ard of Education el course in the ment. Federal (Voc- Funds), State,	MARYLAND James Wilson, Vocational Technical Center Nancy Pinson, Specialist in Pre-Vocational Education State Department	Achievement CAREER DEVELOPMENT concepts course

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Continued operation of an Inter-Divisional Task Force on Career Development with representation from the Divisions of Instruction, Vocational and Technical Education, Library Development and Services, Compensatory Urban and Supplementary Programs, Vocational Rehabilitation, and Research Evaluation and Information Systems. K-Adult. State Support.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department
Conducted in cooperation with the University of Maryland, the Maryland Department of Social and Employment Services, the Metropolitan Baltimore Chamber of Commerce, an Industry Visitation Career Development Workshop for teachers, administrators and counselors. State, Local, and Private Support.	MARYLAND Otho Jones, Specialist in Career Development Niel Carey, Specialist in Vocational Guidance State Department
Career Development-Vocational Education took a significant step last year through approval by the Legislature of a Career Development Program which provides $318,000, for K-12 Career Programs in three districts. The Department is now evaluating the progress of these projects with the aim of expanding the program into additional school districts.	NEW JERSEY Mr. Stephen Poliacik State Department

nsion	STATE Resource	Category PRIMARY TOPIC Subtopics
ı Inter-Divisional elopment with Divisions of ınd Technical opment and rban and Vocational ırch Evaluation K-Adult. State	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department	Task Force CAREER DEVELOPMENT instruction library rehabilitation evaluation information systems
with the University ı Department of Social the Metropolitan merce, an Industry pment Workshop for and counselors. Support.	MARYLAND Otho Jones, Specialist in Career Development Niel Carey, Specialist in Vocational Guidance State Department	Achievement CAREER DEVELOPMENT workshop
ıonal Education took year through approval Career Development 518,000, for K-12 districts. The ing the progress he aim of expanding nal school districts.	NEW JERSEY Mr. Stephen Poliacik State Department	Achievement CAREER DEVELOPMENT funding

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
W. O. R. K. KIT -- General: The Wyoming Occupational Resource Kit (W. O. R. K. KIT) has been developed to meet the career information needs of the non-college bound as well as the college bound. It places in junior high schools, senior high schools, and community colleges an easily available set of reference materials related to specific occupations for all students. 7-12. PL 90-576. These materials are carried on microfilms "WORK Cards" which the student can read with the aid of a viewing device. For those occupations he wished to study further or discuss with his parents, friends or counselors, he can obtain a "print out" of the W. O. R. K. Card information with the aid of a microfilm reader-printer. The W. O. R. K. Kit -- General contains 425 cards.	WYOMING PL 90-576 Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department
Career Studies Program. Junior High School Federal and Local Support.	MARYLAND James M. McCune Perry Hall Junior High School
The Chamber of Commerce of Metropolitan Baltimore has agreed to work cooperatively with the Maryland State Department of Education, Baltimore Public Schools in establishing and operating a clearing house for resources related to Career Education. Preliminary planning for such a clearing house has started. K-Adult. Federal (Vocational Education Exemplary Funds), State Local, and Private support.	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
The Wyoming O. R. K. KIT) e career college bound It places in igh schools, and available set d to specific 7-12. PL 90- ried on microfilms t can read with For those y further friends or print out" of ion with -printer. The ntains 425 cards.	WYOMING PL 90-576 Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department	Achievement CAREER INFORMATION
or High School	MARYLAND James M. McCune Perry Hall Junior High School	Achievement CAREER STUDIES
tropolitan cooperatively tment of chools in clearing house eer Education. a clearing Federal ary Funds), State	MARYLAND Niel Carey, Specialist in Vocational Guidance State Department	Achievement CLEARING HOUSE

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Installation of Computer Assisted Instruction in Career Education. Community College. Federal and Local support.	MARYLAND Mr. Talmage Sexton Charles County Commun College
Placed responsibility on school boards for the vocational training of youth under 19 years of age whether or not they are still in school.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adul Education Knott Building State Department
Required the employment of local directors of vocational education to give leadership to programs in school districts and junior colleges.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adul Education Knott Building State Department
Establishing a Statewide Comprehensive Technical-Vocational Curriculum and Materials System, proposed by the Texas Education Agency.	TEXAS Texas Education Agenc State Department

nsion	STATE Resource	Category PRIMARY TOPIC Subtopics
Assisted Instruction mmunity College. t.	MARYLAND Mr. Talmage Sexton Charles County Community College	Achievement COMPUTER ASSISTED INSTRUCTION community college
school boards for of youth under 19 years ey are still in school.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	Achievement CONTINUING EDUCATION alternate education dropouts
of local directors of give leadership to icts and junior	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	Achievement COOPERATION
Comprehensive riculum and Materials Texas Education Agency.	TEXAS Texas Education Agency State Department	Proposal CURRICULUM

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Legislation enacted by the 1970 session of the Florida Legislature became effective July 1, 1970 and provided the following: a. Broadened the definition of vocational education to include instruction in industrial arts and vocationally oriented home economics as job exploratory education. b. Mandated the establishment of minimum standards for a comprehensive vocational education program to serve elementary, secondary, postsecondary and adult levels. Secondary, Post-secondary and adult. Local, state, and federal support.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department
Vocational Education: Act amends statutory definition of vocational education to restrict any programs of industrial arts included in the definition of vocational education to be "pre-vocational or technically oriented industrial arts"; funding a base for employment of occupational specialists established at the rate of one instructional unit for each twenty vocational education units.	FLORIDA Chapter 71-289 Laws of Florida
Replacement of Obsolete Equipment in Vocational Schools. An attempt will be made to establish a formula for the funding of obsolete equipment in vocational programs. The initial formula will be based upon $500 per vocational unit.	DELAWARE Dr. Randall L. Broyles Assistant Superintendent of Instruction State Department

ion	STATE Resource	Category PRIMARY TOPIC Subtopics
1970 session of the effective July 1, owing: on of vocational nstruction in cationally oriented exploratory ment of minimum hensive vocational erve elementary, ry and adult levels. and adult. Local, .	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	Enacted Legislation DEFINITION standards
amends statutory ducation to restrict arts included in the ducation to be "pre- oriented industrial employment of stablished at the unit for each on units.	FLORIDA Chapter 71-289 Laws of Florida	Enacted Legislation DEFINITION funding base
quipment in Vocational be made to establish of obsolete equipment he initial formula er vocational unit.	DELAWARE Dr. Randall L. Broyles Assistant Superintendent of Instruction State Department	Proposal EQUIPMENT funding formula

L. VOCATIONAL EDUCATION
Development and Expansion

STATE
Resource

Florida now has 39 area vocational education schools designated by the State Board under the provisions of the Federal Vocational Education Act of 1963 and as amended in 1968. Twenty-five are Area Vocational-Technical Centers and one comprehensive high school administered by school boards. Thirteen are departments of community colleges. Innovative and exemplary projects are in progress dealing with various components of a Comprehensive Vocational Education Program for Career Development in preparation for a thrust toward implementation of programs in school districts in 1971-73. Florida's vocational education information system is a concept that serves the needs of major areas of administrative responsibility. These areas include student records and enrollments, financial, curriculum, instructor, space-facility utilization, placements and follow-up of program completions. The first phase of a two-phase implementation scheduled for student records, enrollments and instructor data files began July 1, 1971 in selected schools, with statewide implementation to be completed July 1, 1972. The increased emphasis being placed upon data management, accountability and evaluation and the greater demands for timely and accurate information for administrative decision making requires more detail and better coordinated information for managing Florida's program for vocational, technical and adult education. The Fourth Annual Vocational, Technical and Adult Educators' Conference, attended by

(continued)

FLORIDA
Dr. Carl W. Proehl
Director, Vocational
Technical and Adul
Education
Knott Building
State Department

ON ansion	STATE Resource	Category PRIMARY TOPIC Subtopics
vocational education he State Board under the al Vocational Education nded in 1968. Twenty-five hnical Centers and one ol administered by school epartments of community nd exemplary projects are h various components of nal Education Program in preparation for a ation of programs in 1-73. Florida's formation system is a needs of major areas nsibility. These areas and enrollments, instructor, space-facility and follow-up of program phase of a two-phase d for student records, tor data files began d schools, with state- be completed July 1, 1972. being placed upon data ity and evaluation and timely and accurate trative decision making d better coordinated g Florida's program al and adult education. ional, Technical and ence, attended by	FLORIDA Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	Achievement EXPANSION innovation information systems administration conference

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
(continued)	
approximately 3,000 persons, was held in Miami Beach in August, 1971. The meeting was sponsored by the Department of Education, the Florida Vocational Association, and the Florida Adult Education Association.	FLORIDA
Continued expansion of vocational-technical education, especially in the metropolitan area outside of the central cities where four new buildings are under construction or planned. In fiscal year 1971, twenty-six per cent of the high school graduates entered public vocational educational programs. Grades 9-14. Federal, state, and local support.	MINNESOTA Robert P. Van Tries Assistant Commissioner Division of Vocational-Technical Education State Department
The growth of secondary vocational centers whereby a group of school districts cooperate to provide vocational educational programs at one of the schools. This session of the Legislature extended transportation aid to include students attending vocational centers. It is expected that 27 vocational centers will be in operation during 1971-72. Grades 9-14. Federal, state, and local support.	MINNESOTA Robert P. Van Tries Assistant Commissioner Division of Vocational-Technical Education State Department
Relating to boards of education with vocational schools to purchase land, construct buildings, and sell such property.	IOWA House File 66

	STATE Resource	Category PRIMARY TOPIC Subtopics
ield in meeting f Education, n, and the on.	FLORIDA	Achievement
-technical opolitan s where truction twenty-six ates onal state,	MINNESOTA Robert P. Van Tries Assistant Commissioner Division of Vocational-Technical Education State Department	Achievement EXPANSION programs facilities
l centers ts cooperate programs at of the on aid to onal centers. centers 72. local	MINNESOTA Robert P. Van Tries Assistant Commissioner Division of Vocational-Technical Education State Department	Achievement EXPANSION secondary schools transportation district cooperation
ith vocational ct buildings,	IOWA House File 66	Enacted Legislation FACILITIES

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
The state is moving forward in the area of Vocational Education. Bond issues of $7,500,000 for Vocational Education and $12,250,000 for Junior Colleges provide the means for extending the Comprehensive Concept of Vocational-Technical Education and expansion of our Junior Colleges.	RHODE ISLAND State Department
Funds to support a major upgrading of the vocational education program in the State are being requested of the Legislature. An appropriation in excess of 7.8 million dollars is being asked of the Legislature to continue support of ongoing programs to add year round utilization of vocational education facilities and the offering of it to ten thousand students. The addition of three multicounty vocational education centers and the provisions of mobile vocational training units are included in the design of the upgrading vocationl education.	WEST VIRGINIA Dr. Daniel B. Taylor Superintendent of Scho Capitol Complex Charleston, Eest Virg 25305
Established Vocational Improvement Fund. On May 26, 1971, the State Board of Education adopted regulations setting forth requirements for a Comprehensive Vocational Educational Education Program to be offered in components.	FLORIDA Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department
Increased counseling services through the employment of occupational specialists.	FLORIDA Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department

sion	STATE Resource	Category PRIMARY TOPIC Subtopics
rd in the area of nd issues of Education and lleges provide he Comprehensive hnical Education ior Colleges.	RHODE ISLAND State Department	Achievement FINANCE junior colleges expansion
upgrading of the ram in the State e Legislature. An f 7.8 million dollars islature to continue ms to add year round education facilities ten thousand students. ticounty vocational provisions of mobile are included in the ocationl education.	WEST VIRGINIA Dr. Daniel B. Taylor Superintendent of Schools Capitol Complex Charleston, Eest Virginia 25305	Proposed Legislation FINANCE upgrading facilities utilization
provement Fund. On oard of Education ng forth requirements ional Educational ffered in components.	FLORIDA Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	Achievement FUNDING improvement
ices through the l specialists.	FLORIDA Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	Achievement GUIDANCE

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Installation of Vocational Guidance Services. Federal and local support.	MARYLAND Edmund H. Schwanke Harford Junior College
Approximately two years ago, in cooperation with the Mayor of Baltimore's Apprenticeship Committee, the Maryland Apprenticeship Council, the Maryland AFL-CIO, and several other interested organizations, an apprenticeship notebook for counselors was developed. This notebook is presently being revised and enlarged to cover the entire State of Maryland. Secondary. State, local, and private support.	MARYLAND Nathan Breed, Specialist in Industrial Training State Department
Occupational Information Project. High School level. Federal and local support.	MARYLAND Mrs. Media Pennington Howard County Board of Education
Vocational Video-Tape Guidance Program - live and taped interviews between perspective employers and students -- tapes of on-job experiences -- pre-vocational orientation tapes. All grades and adult. State and local support.	NEW MEXICO Ernest Vigil, Director Vocational Education State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
ce Services.	MARYLAND Edmund H. Schwanke Harford Junior College	Achievement GUIDANCE
ooperation renticeship eship Council, other enticeship oped. This ed and e of al, and	MARYLAND Nathan Breed, Specialist in Industrial Training State Department	Achievement GUIDANCE apprenticeship
High School .	MARYLAND Mrs. Media Pennington Howard County Board of Education	Achievement GUIDANCE information
rogram - live pective f on-job entation ate and	NEW MEXICO Ernest Vigil, Director Vocational Education State Department	Achievement GUIDANCE video-tapes

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Open Door to the World of Work. A K-12 model for career counseling initiated in the 1969-70 school year which focuses upon three components: community resources, counseling service, and curriculum development and inservice training. (Approximately 3,400 pupils are served by the program). The program, by focusing upon the three major components, has provided for instructional and institutional change within the school which has strengthened school community relations thus benefiting each individual pupil involved. Grades K-12. Federal VEA, ESEA III, Guidance, Counseling and Testing.	NEW YORK John P. Murray Project Administrato Buffalo Public School City Hall Buffalo, New York 1

UCATION nd Expansion	STATE Resource	Category PRIMARY TOPIC Subtopics
World of Work. A K-12 model ling initiated in the 1969-70 focuses upon three components: es, counseling service, and pment and inservice training. 400 pupils are served by the ogram, by focusing upon the nents, has provided for institutional change within has strengthened school ns thus benefiting each involved. Grades K-12. III, Guidance, Counseling	NEW YORK John P. Murray Project Administrator Buffalo Public Schools City Hall Buffalo, New York 14202	Achievement GUIDANCE curriculum inservice training

Mid-Hudson Vocational Guidance Project. The project was established in February, 1970 as a result of the School-to-Work Study compiled by the Bureau of Guidance in the Mid-Hudson Valley. The project serves as a catalytic agency to provide new materials related to the vocational aspects of guidance and to facilitate a program of career development activities K-12 in several school districts of the Mid-Hudson Valley.

Model pilot schools have been established to demonstrate the effectiveness of the various career development activities.

Graduate courses have been hand at an area college to effect teacher training.

Inservice courses have been provided to up-date the knowledge of counselors concerning career guidance activities. The project is responsive to the direction of the advisory committee made up of representatives from industry, education and government.

Curriculum resource guides designed to foster the vocational maturity of elementary and early secondary school children have been developed and tested during the past two years. Grades K-12. VEA.

NEW YORK
Robert W. Schreiber, Directo
The Mid-Hudson Career
Development and Informati
Center
88 Sargent Avenue
Beacon, New York 12508

	STATE Resource	Category PRIMARY TOPIC Subtopics
roject. The ary, 1970 as tudy compiled Mid-Hudson catalytic related to ce and to evelopment l districts tablished of the ities. it an area ng. ided selors ities. The ection of f ducation ned to f elementary ren have the past	NEW YORK Robert W. Schreiber, Director The Mid-Hudson Career Development and Information Center 88 Sargent Avenue Beacon, New York 12508	Achievement GUIDANCE career development inservice training curriculum guides

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Authorization for Part-time Vocational Schools. Delaware was one of the pioneer states in introducing the half-day vocational center. Students attended the "home high school" in the district of their residence for one-half day of the standard academic and general high school program and were then transported to a vocational-technical center for a one-half day program. The Voc-Tech centers operated on a three-year, 1500-hour schedule. About eight years, the General Assembly enacted restrictive legislation indicating that any future vocational school would be required by law to offer a full-day's program for full-day enrollees, thus setting aside the possibility of an expansion of the "center-type" program. The statute cited here has again returned the law to the original position so that one-half day programs are possible. This would provide flexible opportunities to the State as a whole and to certain school districts in particular.	DELAWARE Laws of Delaware Vol. 58, Ch. 97; i.e., HB-251, 126th G.A

on	STATE Resource	Category PRIMARY TOPIC Subtopics
Vocational Schools. eer states in ational center. high school" in the for one-half day general high transported to a for a one-half day rs operated chedule. About embly enacted icating that any ld be required program for ting aside the of the "center- cited here has e original y programs ovide e State as l districts	DELAWARE Laws of Delaware Vol. 58, Ch. 97; i.e., HB-251, 126th G.A	Enacted Legislation HALF-DAY CENTER home high school

Task Force for Kent County, Delaware Technical and Community College and Kent County Vocational-Technical Center. The three general functions of the Task Force are: (1) Program definition -- to determine the vocational technical courses to be offered by the college and the high school; (2) Relationship -- to determine the extent of the relationships to be established among Delaware State College, Delaware Technical and Community College, Kent County Vocational-Technical Center, and the academic high schools in the Capital and Smyrna Districts; (3) Site selection -- to look at the various site possibilities for this joint venture school and select the site most suitable; to further determine the facility needs and hire an architect (by the end of June) to design such a facility.

DELAWARE
Mr. David R. Keifer, Directo
Delaware State Planning Offi
Thomas Collins Building
Dover, Delaware 19901

n	STATE Resource	Category PRIMARY TOPIC Subtopics
)elaware ege and Kent Center. The he Task Force -- to determine rses to be he high school; mine the extent stablished among ware Technical County and the academic and Smyrna n -- to look ities for this ect the site termine the rchitect (by uch a facility.	DELAWARE Mr. David R. Keifer, Director Delaware State Planning Office Thomas Collins Building Dover, Delaware 19901	Task Force HALF-DAY CENTER definition relationship site selection

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Career Education -- This course, first of its kind designed to serve an entire industry -- plumbing, heating, refrigeration, and air-conditioning -- was developed in four phases: (1) a one-hour vocational exploratory class, (2) a pre-employment laboratory in plumbing and pipe fitting, (3) a pre-employment lab in air-conditioning, heating, and refrigeration, and (4) regular instruction in industrial cooperative training and distributive education classes and actual on-the-job training stations. The program, developed by the Texas Education Agency in cooperation with the industry, has been endorsed by six leading trade associations. Some 11 Texas school districts, including McAllen, now have exemplary programs in operation. Upon completion of the four-year program, students may move into industry apprenticeship programs, community college technology or mid-management programs, four-year college programs in engineering, adult education courses, or full-time employment. Grades 9-12. Federal, state and local support.	TEXAS Rodney D. Cathey Superintendent McAllen ISD 110 South Tenth Stree McAllen, Texas 7850
Started the development of a comprehensive information system. Secondary grades. Federal (NDEA-5A and Vocational Educational Exemplary Funds), State (Division of Instruction and Vocational Education), Local support.	MARYLAND Niel Carey, and Joe Bishop State Department or Herb Hilliard and Ann Arundel Board of Education

	STATE Resource	Category PRIMARY TOPIC Subtopics
e, first of its re industry -- on, and air- in four phases: oratory class, y in plumbing ployment lab and refrigeration, industrial ibutive n-the-job m, developed by cooperation dorsed by . Some 11 ing McAllen, operation. ar program, y apprentice- ge technology ur-year g, adult e employment. nd local	TEXAS Rodney D. Cathey Superintendent McAllen ISD 110 South Tenth Street McAllen, Texas 78501	Achievement INDUSTRY plumbing heating refrigeration air-conditioning
omprehensive grades. l Educational ion of cation),	MARYLAND Niel Carey, and Joe Bishop State Department or Herb Hilliard and Anne Arundel Board of Education	Achievement INFORMATION SYSTEMS

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Career Information Center: The program will provide development of Curriculum, instructional materials, teaching procedures, in-service training, and implementation of a functional occupational education program model in one geographic location in the state that has an established K-14 curriculum. Grades K-14. PL 90-576.	WYOMING Mr. Paul Sizemore Comprehensive Educa Curriculum Coordina State Department
Job preparatory training. Grades 7-12 (secondary), post-secondary, and adult.	FLORIDA Dr. Carl W. Proehl Director, Vocatio Technical and A Education Knott Building State Department
Planning Grant: Mini-Vocational Mathematics Courses. Senior High School. Title III ESEA.	IOWA State Department
Delaware Occupational/Vocational Model, Milford District, 1970. Grades 9-12. Federal support.	DELAWARE Mr. Joseph English Milford School Dist 906 Lakewood Avenue Milford, Delaware
Preparation of State Plan for Occupational Education.	TEXAS Texas Education Age

	STATE Resource	Category PRIMARY TOPIC Subtopics
he program will ulum, instructional s, in-service of a functional m model in one ate that has an Grades K-14.	WYOMING Mr. Paul Sizemore Comprehensive Education Curriculum Coordinator State Department	Achievement INFORMATION SYSTEMS curriculum inservice training program model
ades 7-12 and adult.	FLORIDA Dr. Carl W. Proehl Director, Vocational Technical and Adult Education Knott Building State Department	Achievement JOB TRAINING
nal High School.	IOWA State Department	Achievement MATHEMATICS mini-course
nal Model, es 9-12.	DELAWARE Mr. Joseph English Milford School District 906 Lakewood Avenue Milford, Delaware	Achievement MODEL
Occupational	TEXAS Texas Education Agency	Proposal PLANNING

Position Paper on Occupational Education. Issuance by the Regents of the University of the State of New York of a position paper on occupational education calling for "greater career consciousness throughout the educational system." The paper redefines occupational education as "a program for all students, not only those who desire training in specific job skills." The Regents propose that every individual have access to "occupational education programs and services beginning in early childhood and extending through all instructional levels, including adult and continuing education." In the program outlined, occupational education in the elementary grades "develops understanding of the concept of work, positive attitudes toward work and the worker and familiarity with the various kinds and fields of work. At the early secondary level, it provides exploratory and prevocational experiences leading to understanding of careers and the consequences of educational and occupational choices. In the later secondary grades, it provides skill training in clusters of occupations for job entry and/or continuation of occupational education at the post-secondary level. Post-secondary occupational education provides further opportunities to prepare for employment and directs a major portion of its attention to preparation for occupations requiring high degrees of skill and specialization. For

(continued)

NEW YORK
Robert S. Secken
Assistant Commis
Occupational
State Department

sion	STATE Resource	Category PRIMARY TOPIC Subtopics
ional Education. f the University of a position paper on lling for ness throughout The paper redefines "a program for all who desire training The Regents propose e access to rograms and ly childhood and tructional levels, nuing education." occupational education "develops understanding ositive attitudes r and familiarity d fields of work. At , it provides onal experiences of careers and the al and occupational condary grades, it n clusters of and/or continuation at the post- condary ovides further for employment and f its attention to ns requiring high ialization. For	NEW YORK Robert S. Seckendorf Assistant Commissioner for Occupational Education State Department	Achievement POSITION PAPER

(continued)

NEW YORK

adults and out-of-school youth, occupational education provides remedial and preparatory training for employability, job security, mobility and advancement." The paper proposes the development of a comprehensive system of occupational education, to ensure that every person in the New York State has lifelong access to occupational education. Primary responsibility for leadership in a comprehensive occupational education system is assigned to the State Education Department. The State will provide "a unifying force," while local and area programs will be planned and operated within the framework of a regional planning process, with participation by all agencies operating or closely concerned with occupational programs and services. The paper also proposes greater integration of occupational and academic or general education in a redesigned total education system which has as one of its major purposes preparation for earning a living. For students who are preparing for jobs of the future, "occupational education will need to place increased emphasis on developing general learning ability as well as specific skills." The Regents recommend actual work experience and community service related to career interests for all secondary students.

sion	STATE Resource	Category PRIMARY TOPIC Subtopics
youth, occupational al and preparatory y, job security, " The paper of a comprehensive ucation, to ensure New York State has tional education. r leadership in nal education State Education ll provide local and area and operated regional planning on by all agencies erned with services. The er integration of or general education ucation system which urposes preparation r students who are future, ill need to on developing as well as gents recommend nd community interests for	NEW YORK	Achievement

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Provides that Vocational Rehabilitation clients who are engaged in workshop activities may receive income for therapeutic purposes. These persons shall not be considered as state employees. (March 12, 1971)	GEORGIA HB 506
Alaska Skill Center. Skills taught for major state employment needs. Secondary and Adult. State and Federal support.	ALASKA Louis O. Ridle, Directo Vocational and Adult Edu Alaska Department of Edu Juneau, Alaska 99801
State-supported Occupational/Vocational Units in Secondary Schools (Delaware House Bill 509) 1970-71. Grades 7-12. State support.	DELAWARE Dr. Daniel E. Koble, Jr. Department of Public Instruction Dover, Delaware
State support for vocational education increased 31% in 1970-71 over 1969-70 and 34% in 1971-72 over 1970-71. State support.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department
Topic of study. Legislative Council to study vocational education programs in the public school system tech colleges, vocational area centers and manpower training agencies -- determine adequacy of programs.	UTAH Lewis Lloyd, Director Utah Legislative Council

on	STATE Resource	Category PRIMARY TOPIC Subtopics
ehabilitation workshop ome for e persons state employees.	GEORGIA HB 506	Enacted Legislation REHABILITATION income
s taught for s. Secondary al support.	ALASKA Louis O. Ridle, Director Vocational and Adult Education Alaska Department of Education Juneau, Alaska 99801	Achievement SKILL CENTER
l/Vocational (Delaware rades 7-12.	DELAWARE Dr. Daniel E. Koble, Jr. Department of Public Instruction Dover, Delaware	Achievement STATE SUPPORT secondary schools
l education er 1969-70 0-71.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	Achievement STATE SUPPORT funding
e Council to programs in the olleges, vocational raining agencies -- ams.	UTAH Lewis Lloyd, Director Utah Legislative Council	Council STUDY

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Funds for transportation of students enrolled in Vocational Education Courses.	TEXAS Texas Education Agenc
Rural Student Vocational Program (RSVP). Urban work experience. Grades 10-12. State and federal support.	ALASKA Gary Fuller, Supervi Business Education State Department
An act to amend the labor law, in relation to training programs for minors by nonprofit organizations. The new enactment exempts from the prohibited occupation provisions a minor 16-18 who has completed a work training program of a nonprofit organization, or a training program which is publicly funded in whole or in part and as part of such program the minor has received safety instruction and training in the use of machinery, provided that such safety programs have been approved by the Commissioner.	NEW YORK Chapter 433
Legislation to permit the employment of 14-15 year olds when participating in an occupational education cooperative work experience program. Present State labor laws limit the employment of youth by business and industry to 16 years and over. The proposed legislation would permit youth 14 and 15 years who are enrolled in an approved cooperative work experience program to be employed for the purpose of exploring first hand realistic world of work experiences and/or development of skills for employment upon leaving the education system.	NEW YORK Senator Tarky Lombard Senate Post Office State Capitol, Alban

	STATE Resource	Category PRIMARY TOPIC Subtopics
ents Courses.	TEXAS Texas Education Agency	Proposal TRANSPORTATION funding
(RSVP). 0-12.	ALASKA Gary Fuller, Supervisor Business Education State Department	Achievement WORK EXPERIENCE
n relation by nonprofit t exempts rovisions a work organization, ublicly s part of ived safety use of fety programs sioner.	NEW YORK Chapter 433	Enacted Legislation WORK EXPERIENCE
ment of 14-15 an occupational ience program. he employment y to 16 years ion would are enrolled experience urpose of orld of work f skills for cation system.	NEW YORK Senator Tarky Lombardi Senate Post Office State Capitol, Albany, N. Y.	Proposed Legislation WORK EXPERIENCE

L. VOCATIONAL EDUCATION Development and Expansion	STATE Resource
Introduction to the world of work. Grades 1-6. Occupational exploration. Grades 7-9.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department
Youth Organization Responsibilities. Since July 1, 1970 there has been provision in Delaware Law for vocational youth organizations to receive limited sponsorship from the State Treasury. Legislation will be introduced in January, 1972, to expand the support of youth organizations to include all Statewide youth groups organized in the schools, ranging through the classical subjects, student government, as well as vocational education.	DELAWARE Dr. Howard E. Row Assistant Superintenden Auxiliary Services and Dr. Randall L. Broyles Assistant Superintenden Instruction State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
rk. Grades Grades 7-9.	FLORIDA Dr. Carl W. Proehl Director, Vocational, Technical and Adult Education Knott Building State Department	Achievement WORK ORIENTATION
ties. Since vision in th d sponsorship lation will be expand the to include all d in the assical subjects, vocational	DELAWARE Dr. Howard E. Row Assistant Superintendent, Auxiliary Services and Dr. Randall L. Broyles Assistant Superintendent, Instruction State Department	Proposed Legislation YOUTH ORGANIZATIONS

L. VOCATIONAL EDUCATION Disadvantaged	STATE Resource
Public Offender Program. High School. Federal and State support.	ARIZONA Mr. Paul Kaster, VR Coun Division of Vocational Rehabilitation 2949 West Osborn Road Phoenix, Arizona 85017
Arizona State Industrial School. Cochise Hall Accelerated Protective Services (CHAPS). Junior High School. State and federal support.	ARIZONA Mr. Al Coomer, VR Counse Division of Vocational Rehabilitation 606 Central Avenue Safford, Arizona 85546
Provides for "live work" for inmate trainees enrolled in a vocational training program administered by the State Department of Education.	GEORGIA SB 171

	STATE Resource	Category PRIMARY TOPIC Subtopics
School.	ARIZONA Mr. Paul Kaster, VR Counselor Division of Vocational Rehabilitation 2949 West Osborn Road Phoenix, Arizona 85017	Achievement REHABILITATION public offenders
l. Cochise rvices (CHAPS). federal	ARIZONA Mr. Al Coomer, VR Counselor Division of Vocational Rehabilitation 606 Central Avenue Safford, Arizona 85546	Achievement REHABILITATION public offenders
nmate trainees ing program rtment of	GEORGIA SB 171	Enacted Legislation REHABILITATION public offenders

L. VOCATIONAL EDUCATION Finance and Funding	STATE Resource
Provides funds for state aid to "Career Education" Programs -- requires state board of education to establish standards and qualifications.	ARIZONA Chapter 184 SB 5
Increase of 31.28% in funds appropriated for 1971-73 over 1969-71 for operation of post-secondary vocational-technical institutes.	MAINE State Department
Career Education Programs -- Appropriations of $3 million as first step toward providing each secondary student with employable skills before high school termination.	MICHIGAN Act No. 134 Public Acts of 1
Appropriations for Vocational Education Programs. A total of $7,000,000 should be appropriated for implementing and conducting vocational education programs at the local level during the biennium. These funds would be used on a matching basis with federal funds to conduct vocational education programs at secondary schools, post-secondary vocational-technical centers, community colleges and 3 units of the Montana University System. The demand for expanded vocational education programs far exceeds the ability of the state to support such programs at the present level of funding. In addition, $5,000,000 should be appropriated for the construction of facilities at the 5 state designated post-secondary vocational-technical education centers since all 5 centers have enrollments which far exceed the capacity of the present facilities. Proposed by the State Department.	MONTANA State Department

N	STATE Resource	Category PRIMARY TOPIC Subtopics
aid to "Career Education" ıte board of education to qualifications.	ARIZONA Chapter 184 SB 5	Enacted Legislation APPROPRIATIONS
ınds appropriated for 1971- ration of post-secondary titutes.	MAINE State Department	Enacted Legislation APPROPRIATIONS
ıs -- Appropriations of toward providing each mployable skills before	MICHIGAN Act No. 134 Public Acts of 1971	Enacted Legislation APPROPRIATIONS secondary school
ional Education Programs. ıould be appropriated for ing vocational education vel during the biennium. d on a matching basis ınduct vocational condary schools, post- hnical centers, units of the Montana demand for expanded grams far exceeds the support such programs funding. In addition, ropriated for the es at the 5 state y vocational-technical all 5 centers have ceed the capacity s. Proposed by the	MONTANA State Department	Proposed Legislation APPROPRIATIONS expansion

L. VOCATIONAL EDUCATION Finance and Funding	STATE Resource
Occupational Education. An overall increase of $10.6 million in funds for this purpose was nearly $14 million below the amount requested for maintenance and expansion of occupational education programs. The increase allows for substantial equalization among the local education agencies in the allocation and distribution of resources, but it is inadequate for planned program expansion.	NORTH CAROLINA State Department
Directing the legislative council's education committee to study financing methods for, and control over, vocational, technical and adult education districts and the composition of district boards and methods of selecting their members. Report to 1973 legislature.	WISCONSIN AJR 88 Representative Brown and others
Seeks a grant from the Department of Health, Education and Welfare for the establishment of a six-state mountain-plains educational center at the former Glasgow Air Force Base. Adopted March 18.	MONTANA EXSR 2
Committee pursuant to S-450 (1969), S-523 (1970), and S-519 (1971), studying financial assistance to vocational education.	SOUTH CAROLINA Legislature State House Columbia, South Carolina 29211
Legislative proposal for funds to operate post-secondary vocational-technical institutes on a year-round basis.	MAINE Elwood A. Padham Assistant Commissioner Division of Vocational Education State Department

	STATE Resource	Category PRIMARY TOPIC Subtopics
erall increase his purpose he amount xpansion of s. The increase ation among the e allocation but it is expansion.	NORTH CAROLINA State Department	Enacted Legislation APPROPRIATIONS equalization
cil's education ethods for, echnical and he composition of selecting legislature.	WISCONSIN AJR 88 Representative Brown and others	Council FINANCE METHODS control board composition study
ent of Health, establishment educational ir Force Base.	MONTANA EXSR 2	Enacted Legislation REGIONAL CENTER
969), S-523 ving onal	SOUTH CAROLINA Legislature State House Columbia, South Carolina 29211	Committee STUDY finance
to operate nical is.	MAINE Elwood A. Padham Assistant Commissioner Division of Vocational Education State Department	Proposed Legislation YEAR-ROUND SCHOOLS

L. VOCATIONAL EDUCATION Evaluation, Information Services	STATE Resource
Vocational Education Data. All vocational education student and course data have been automated. The Office of the Superintendent of Public Instruction now has fully programmed facts for decision-making and reporting. Since the 2 systems use compatible codes, Data Processing Services will be able to match course offerings with job availability forecasts.	MONTANA State Department
Evaluation of vocational and occupations education programs.	CONNECTICUT PA 383
Seven research projects have been approved in vocational education. The largest grant being "An Evaluation System for Vocational Education" designed to evaluate the total vocational activities on a statewide basis.	VIRGINIA George L. Sandvig, Division of Vocati Education State Department
Directing the legislative council to study the relationship between the programs offered by vocational, technical and adult education schools and other institutions of higher learning. Report to the 1973 legislature.	WISCONSIN AJR 99 Representatives Fa and Brown State Department

on Services	STATE Resource	Category PRIMARY TOPIC Subtopics
. All vocational rse data have been the Superintendent has fully sion-making and ystems use com- ssing Services rse offerings with s.	MONTANA State Department	Achievement DATA PROCESSING
and occupations	CONNECTICUT PA 383	Enacted Legislation EVALUATION
ave been approved The largest grant em for Vocational valuate the total a statewide basis.	VIRGINIA George L. Sandvig, Director Division of Vocational Education State Department	Achievement EVALUATION
council to study the programs chnical and nd other earning. Report	WISCONSIN AJR 99 Representatives Farrell and Brown State Department	Council STUDY relationships

As a part of the Survey of the States, responding State Departments of Education
major problems encountered in education during 1971 and further, to list what th
to these problems were. Because of the wide variety of answers, broad categories
up although the danger of losing detail was realized. As might well be expected,
led all of the categories in terms of the number of times mentioned. Thirty-six
states listed finance as a major educational problem in 1971. Finance was follow
of frequency of mention) by: education for the handicapped and gifted, planning,
gation and racial conflict, compensatory education, teacher preparation and certi
hood education, vocational education, restoring public confidence in education, g
state aid to private education, drug education, collective bargaining, bilingual
of special curricula problems in various subject matter areas.

Of those states that listed finance as a major educational problem in 1971, only
this problem in terms of the present foundation program with emphasis on increas
aid available for the public schools, either generally or in terms of funding spe
special education or vocational education.

The second most frequently mentioned problem -- that of special education, was
of education for the handicapped, although three states added to this discussion
educational opportunities for gifted children. It is obvious, however, that ther
on the part of the states that the needs of their handicapped children are not be
states reporting this category as a problem mentioned the fact that less than 50%
of special education services were being served within the state. Certainly, the
Pennsylvania regarding the provision of services to handicapped children will ma
their responsibility in this area.

The high frequency of mention of problems in the areas of planning and accountabi
that states are becoming more aware of the necessity of long-range planning, the
educational data, and a method whereby cost effectiveness may be applied to educa
apparent that many different approaches are being considered in implementing a sy
Basic to most variations, however, is the development of some sort of management
measurement of educational output on a statewide basis.

Results indicate that states are becoming more and more aware of the necessity an
childhood education programs and, at the opposite end of the spectrum, an increas
education particularly as it relates to career development. The problems of the
receiving more attention at the state level and legislation establishing programs
are being contemplated. Although only two states mentioned state aid to private
is probably safe to assume that this is a special case in the general category o

Generally, problems of finance and special programs are being attacked through t
priate legislation while special curricular problems are the subject of committe
board recommendations, or state department activities.

PROBLEMS IN EDUCATION

tates, responding State Departments of Education were asked to identify
cation during 1971 and further, to list what the proposed solutions
of the wide variety of answers, broad categories of problems were set
detail was realized. As might well be expected, problems of finance
s of the number of times mentioned. Thirty-six of the 46 responding
educational problem in 1971. Finance was followed (in decreasing order
ation for the handicapped and gifted, planning, accountability, desegre-
nsatory education, teacher preparation and certification, early child-
ion, restoring public confidence in education, governance, accreditation,
rug education, collective bargaining, bilingual education, and a plethora
various subject matter areas.

ce as a major educational problem in 1971, only four of them discussed
ent foundation program with emphasis on increasing the amount of state
ols, either generally or in terms of funding specific programs such as
ducation.

ned problem -- that of special education, was discussed mostly in terms
although three states added to this discussion the problem of providing
ted children. It is obvious, however, that there is a growing awareness
e needs of their handicapped children are not being met. Many of the
a problem mentioned the fact that less than 50% of the children in need
e being served within the state. Certainly, the court decision in
ion of services to handicapped children will make many states aware of
.

problems in the areas of planning and accountability lead to the conclusion
re of the necessity of long-range planning, the collection of pertinent
ereby cost effectiveness may be applied to education. It is equally
oaches are being considered in implementing a system of accountability.
, is the development of some sort of management information system and the
on a statewide basis.

becoming more and more aware of the necessity and desirability of early
, at the opposite end of the spectrum, an increased emphasis upon vocational
tes to career development. The problems of the inner city schools are
tate level and legislation establishing programs of compensatory education
only two states mentioned state aid to private education as a problem, it
this is a special case in the general category of finance.

nd special programs are being attacked through the introduction of appro-
curricular problems are the subject of committees, task forces, state
department activities.

REFERENCE SOURCES

State Department		Legislative Reference Bureau
Dr. Leroy Brown Superintendent of Education Alabama State Department of Education Montgomery, Alabama 36104	ALABAMA	Louis G. Greene Director Alabama Legislative Reference Service State Capitol Montgomery, Alabama 36104
Mr. Marshall L. Lind Commissioner of Education Alaska State Department of Education Alaska Office Building-Pouch F Juneau, Alaska 99801	ALASKA	John M. Elliott Executive Director Alaska Legislative Affairs Agency Post Office Box 190 Juneau, Alaska 99801
Dr. W. P. Shofstall Superintendent of Public Instruction Arizona State Department of Education 165 State Capitol Phoenix, Arizona 85007	ARIZONA	Harry Gutterman Executive Director Arizona Legislative Council 324 State Capitol Phoenix, Arizona 85007
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SURVEY INSTRUMENT

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Educational Achievement Survey

I. Outstanding educational achievements and practices since July 1970 within (state)
Please provide the information asked for below. A brief description of outstanding achievements and practices at all levels of education from early childhood through high school is desired. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF OUTSTANDING ACHIEVEMENTS AND/OR PRACTICES IN EDUCATION	EDUCATIONAL LEVEL	SUPPORT (Federal, State, Local, Foundation)	NAME AND ADDRESS OF PERSON TO BE CONTACTED FOR ADDITIONAL INFORMATION

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.A. Special legislative project or proposal in (state)
If you are aware of any special projects or proposals which the education community of your state is now or will be promoting in the state legislature, please provide the information asked below. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF THE PROJECT OR PROPOSAL	BY WHOM IT IS BEING PROPOSED	NAME AND ADDRESS OF PERSON TO BE CONTACTED FOR ADDITIONAL INFORMATION

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.B. Significant education legislation passed since July 1970 in (state)
Please list only those legislative enactments which have had or will have major impact on education in your state, or which are of an innovative nature such as accountability, extended school year, vouchers, etc. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF LEGISLATION	NUMBER OF BILL OR STATUTE CITATION

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.C. Special commissions on education established by the legislature or by governor's decree since July 1970 in (state)
Please provide the following information on any special commissions on education established by the legislature or by governor's decree. If the commission's work has been completed and a report submitted, please give the name of the report and how a copy may be obtained.

NAME OF COMMISSION	TOPIC OF STUDY	NAME AND ADDRESS OF DIRECTOR

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

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Please list only those legislative enactments which have had or will have major impact on education in your state, or which are of an innovative nature such as accountability, extended school year, vouchers, etc. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF LEGISLATION	NUMBER OF BILL OR STATUTE CITATION

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Education Legislation Survey

II.C. Special commissions on education established by the legislature or by governor's decree since July 1970 in (state)

Please provide the following information on any special commissions on education established by the legislature or by governor's decree. If the commission's work has been completed and a report submitted, please give the name of the report and how a copy may be obtained.

NAME OF COMMISSION	TOPIC OF STUDY	NAME AND ADDRESS OF DIRECTOR

SEPTEMBER 1971

EDUCATION COMMISSION OF THE STATES . 1860 Lincoln, Suite 300 . Denver, Colorado . 80203 . Educational Problems Survey

III. Major problems in education since July 1970 in (state)

For each major problem facing education in your state, please provide the information asked for below. Use reverse side and/or additional pages as necessary.

BRIEF DESCRIPTION OF THE PROBLEM	ACTION PROPOSED OR BEING TAKEN TO SOLVE THE PROBLEM AND BY WHOM